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AUTHOR Halasa, Ofelia; Theus, Frank
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ABSTRACT

This report provides a summary description of the Title IV-C Classroom Management Project conducted in the Cleveland (Ohio) Public Schools. The purpose of this project was to develop and pilot test a resource handbook designed to improve elementary and secondary school teachers' ability to organize and manage their classrooms. The development of the handbook was based on three approaches: (1) behavior modification; (2) socioeconomic climate; and (3) group processes. The report summarizes (1) contents of the resource handbook; (2) needs assessment and data collection activities; (3) project goals and activities; (4) project and evaluation outcomes; and (5) consultants' recommendations. It is concluded that while the project met its objectives for developing and testing the resource handbook, use of the handbook did not result in significant changes in classroom climates. Recommendations to improve implementation of similar projects are provided. Appended are different documents used in organizing and implementing the project; instruments used for classroom observation during the pilot testing phase and individual classroom results. (Author/MJL)

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Project Termination Report
TITLE IV-C CLASSROOM MANAGEMENT PROJECT

ESEA Title IV-C

August 29, 1981 - September 30, 1982

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By

Ofelia Halasa
Project Evaluator

Frank Theus
Project Manager

Department of Research and Analysis
Cleveland Public Schools
September 1982

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Black Focus
4115 Bridge Ave.
Cleveland, Ohio 44113

Anthony H. Thomas
Staff Associate
The Citizens' Council for
Ohio Schools
401 Euclid Ave.
Cleveland, Ohio 44114

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TITLE IV-C CLASSROOM MANAGEMENT PROJECT

A. SUMMARY

The Title IV - C Classroom Management Project developed and piloted a Resource Handbook designed to improve teachers' ability to organize and manage their classrooms during the 1981-1982 school year. Documented findings of the relationships of teachers' management skills with learning environment and available district data on infraction, punishment, attendance, proportion of failing marks and teachers' concerns, provided the impetus for the development of the Resource Handbook, that can serve as a tool for promoting positive school climate.

The district efforts to respond to these concerns provided the rationale for the submission of a program proposal for a three-year funding. As originally proposed, the three-year funding would have made possible a second review of the handbook after pilot-testing by external consultants, further modifications, field-testing and final review and revision of the Resource Handbook. When the proposed three-year funding was cut to one year by the funding agency, the original proposed design was modified to include only those objectives/activities that can be attained and/or implemented in one year.

Three approaches, namely behavior-modification, socioeconomic climate and group process, provided the background to the development of the Resource Handbook. The content of the handbook focus on the more pragmatic or practical "common sense" approach to classroom management. The Resource Handbook was pilot-tested during the second semester. Activities called for by the development of the handbook including review of the draft by consultants, revisions of the draft to accommodate consultants' recommendations, prior to its pilot-testing in 23 classes were implemented.

Project evaluation revealed that the eight facilitating objectives necessary to develop the Resource Handbook and to conduct the pilot-testing in elementary and secondary classes were implemented. However, assessment of data related to performance objectives specified for the piloting of the handbook revealed that changes in pre-post classroom observations in use of techniques and activities in the handbook, in classroom climate and in pupils' perceptions of classroom climate were not significant. The lack of any demonstrable pre-post changes maybe attributed to content focus of the Resource Handbook on promoting beginning-of-the-year classroom climate, inappropriate timing of the piloting activity and inclusion of strategies that are already known to teachers. These findings would have served as guidelines for modifying the Resource Handbook, had the original proposed three-year funding period been approved. For reasons indicated earlier, the interpretation of the evaluation findings should be done with great caution.

Key recommendations called for the provision of more than one year to develop, pilot-test and field-test project-created materials, better planning in the scheduling of the piloting activity, development of materials that has wider applicability and provision of inservice during the piloting phase.

Description of the Resource Handbook

The Resource Handbook on Classroom Management which emerged from the development efforts of the nine MDT team members under the leadership of the project administrative staff, consisted of strategies for maintaining effective classroom management practices compiled from method books, school systems, teacher organizations and district teachers. It consisted of four units for elementary and secondary level: I - Preparing the Room & Materials; II - Developing a Workable Set of Rules/Procedures and Consequences; III - Setting the Action Plan for the First Week; IV - Maintaining your Management System. Description of each unit is indicated by the introductory section directed at the teacher user:

Unit I - Preparing the Room & Materials

> "One of your primary tasks prior to the arrival of students is the preparation of your room (s) and materials. The activities in this unit are designed to assist you in becoming acquainted with your building, staff and classroom environment and in preparing the room (s) for the students. You are encouraged to modify/adapt these activities. You may wish to acquaint yourself with the activities in the secondary unit to consider their application to your situation...."

Topics in Unit I include Classroom Checklist, Suggestions for use of Ceiling, Classroom Arrangements, Teacher Checklist, Staff Building Reference List and Room

Unit II - Developing a Workable Set of Rules/Procedures and Consequences

> "One of your most important tasks is to develop a workable set of rules, procedures and consequences. Your rules and procedures should define those classroom and school behaviors that are appropriate. Your consequences should relate directly to the rules and procedures. The activities in this unit are designed to assist you in developing your rules, procedures and consequences. You are encouraged to modify/adapt these activities. You may wish to acquaint yourself with the activities in the secondary unit to consider their application to your situation."

Some of the topics include Checklist for Rules, Developing Rules for Students' Worksheets, Teaching Rules and Procedures, Developing Consequences Worksheets and Behavior Contract.

Unit III - Action Plan For the First Week

> "One of the major tasks that teachers must consider is what to do when the students arrive on the first day of school. As with other tasks, being prepared and organized are key ingredients for a successful beginning. The activities in this unit are designed to assist teachers as they set the action plan for the first week of school. You are encouraged to modify/adapt these activities. You may wish to acquaint yourself with the activities in the secondary unit to consider their application to your situation."

Some of the topics include First Day Checklist, Dealing with Interruptions, Opening Letter to Parents, and Self-Inventory, Fantasy School Rules and Student Buddy System.

Unit IV - Maintaining Management System

"Once you and your students have settled into a routine, problems inevitably begin to surface. If teachers are not prepared to deal with these small problems, they may escalate. This unit is designed to assist you with activities that can be utilized to maintain an effective management system. You are encouraged to modify/adapt these activities. You may wish to acquaint yourself with the activities in the secondary unit to consider their application to your situation."

Some of the topics include Room for Improvement, Complaints in the Classroom, Communication Maintenance & Maintaining Effective Classroom Management.

Project Activities

The following activities were implemented to develop the Resource Handbook:

- Project organization include appointment of staff and members to the Material Development Team (MDT), Advisory Committee and Community Communication Council representatives.
- Provision of 16 hours of orientation sessions on the task and on classroom management for MDT members.
- Compilation and collection of resource materials from the literature and district staff on effective classroom management practices.
- Provision of 32 hours of MDT writing sessions over eight weeks and consultation with identified classroom management consultants.
- Submission of first draft of manual to two consultants.
- Revision of the Resource Handbook incorporating consultants' recommendations by the MDT team (First Revision).
- Revision of the Resource Handbook incorporating subsequent teachers' recommendations after pilot-testing of the handbook.

The following activities were implemented to pilot-test the Resource Handbook:

- Selection of experimental and control classes.
- Development of instruments on classroom climates and classroom observation schedules.
- Observation of experimental classes on a pre-post basis.
- Administration of instrument on a pre-post basis to teachers and students.

B. NEEDS ASSESSMENT

The Title IV - C Classroom Management Project was designed to develop and pilot-test a resource handbook to improve teachers' ability to organize and manage their classrooms in order to create an optimal learning environment. The impetus for the development of this project was based on documented research findings (Edmonds 1981, Cooley & Leinhardt 1979, Martin 1979) which supported the critical role of teachers in creating an optimal learning environment. These studies pointed out that classroom teachers have a significant contribution to improving the achievement levels of students through effective management skills.

The evidence of local needs is consistent with the national trends that were described in the tenth Gallup Poll of 1978. The existence of these needs in the Cleveland Public Schools has been verified through the following techniques:

- Analysis of student infractions for the district
- Survey of Cleveland teachers in 1978, 1979 and 1981
- Studies of grades and promotions conducted locally

Analysis of infractions: Data on infraction and punishment indicate increasing percent overtime, strongly suggestive for the need of a more effective system of management. The following table contains district data on infraction and punishment for two consecutive school years:

TABLE 1

ANALYSIS OF INFRACTION AND PUNISHMENT

Category of Infractions	1980 - 1981* N	%	1981 - 1982 N	%
Corporal Punishment*	6,289	7	8,061	11
Suspensions				
Unduplicated	13,276	16	12,580	16
Duplicated	29,152	36	24,458	31
Serious Incidents	5,117		5,546	
Expulsions	89	< 1	68	< 1

*Data for the 1980-1981 school year based on district enrollment of 80,000 pupils. Data for the 1981-1982 school year based on district enrollment of 78,288 pupils.

Surveys: Surveys of district staff conducted at different points in time consistently revealed that classroom management is a priority concern. The latest survey conducted in June 1981 (N=2451) showed that five areas related to classroom management were ranked in the top ten out of a total of 52 identified needs, as noted below:

- Student Motivation
- Teacher Stress
- Alternatives to Corporal Punishment
- Classroom Management
- Alternative Teaching Methods

Results of the 1979 survey of teachers (N=563) indicated that the top-ranked four items included classroom management and discipline, classroom climate and motivation, recognizing and responding to feelings and communication and interpersonal relations with others.

A year earlier, responses of 45% of 3482 teachers reported the need for "more effective classroom management skills so that students could spend their time more productively." Approximately 50% of these respondents indicated the need for trying out new techniques that enhance classroom management and opportunities to talk with other teachers about tested and proven techniques for organizing instruction and managing classrooms.

Research Studies: The Cleveland Press (1982) reported recently that one out of every four final grades given to secondary students in the district was an F, a failing mark. The media was quoting one of the findings presented by Dr. Margaret Fleming, Deputy Superintendent to the Cleveland Board of Education. Fleming further pointed out that as attendance decreased and suspension rates increased, the number of F's increased. A study on reading discrepancy (Zafirau & Fleming 1982) also revealed that attendance and suspension rate contributed significantly to reading scores in the district during the 1980-1981 school year. Attendance and suspension rate identified to be significant predictors of student achievement, has been linked to the classroom management skills of teachers: the teacher with effective management can improve attendance and other elusive characteristics such as attitude, motivation, self-pride, etc. (Martin 1979), and ultimately enhance achievement.

C. PROJECT GOALS

The primary goal of the Title IV - C Classroom Management Project is to develop and pilot-test a resource handbook to support teachers' skills to manage their classroom and organize instructional activities at the beginning of the school year. The handbook as envisioned, will contain the activities and strategies in the classroom that have been proven to be effective in enhancing the classroom climate.

The goals are as follows:

1. Development of Resource Handbook

   1.1 Organization of the project
   1.2 Selection of Material Development Team (MDT)
   1.3 Review of the literature
   1.4 Collection of materials from district teachers on successful strategies
   1.5 Allocation of 32 hours for developing/writing the Handbook

2. Review and Revision

   2.1 Development of rating assessments
   2.2 Assessment of the drafts by two outside consultants
   2.3 Revision of draft by Project staff according to suggestions made by consultants

3. Pilot-testing of Resource Handbook

   3.1 Selection of experimental and control teachers (N=24) for pilot-testing of Resource Handbook
   3.2 Distribution of Resource Handbook to experimental teachers (N=24) to be used during the period February - April 1983
   3.3 Pre-Post administration of survey of classroom climate to teachers and pupils
   3.4 Pre-Post observation of experimental teachers (weeks of February 2 & 9 and weeks of April 26th & May 3rd)

4. Revision of Resource Handbook based on recommendation from the teachers

5. Completion of final draft of handbook

D. PROJECT DESCRIPTION

The Title IV - C Classroom Management Project developed and pilot-tested a Resource Handbook for the elementary and secondary classroom teachers. Although the background of the development of the Handbook has included three theoretical approaches (behavior-modification, socioeconomic climate and group process), the content tend to emphasize the pragmatic "common sense" approach to classroom management.

The Resource Handbook contains strategies on maintaining good classroom management gathered from method books, school systems, teacher organizations, and individual teachers who are willing to share their successful experiences. The Resource Handbook consists of four units for elementary and secondary level:

Unit No.	Title
I	Preparing the Rooms & Materials
II	Developing a Workable Set of Rules/ Procedures and Consequences
III	Setting the Action Plan for the First Week
IV	Maintaining your Management System

The following activities were implemented to meet goals outlined below:

Phase I -- Operational Recruitment and Planning -- Beginning of Funding to September 25, 1981

- Appointment of Staff: 1 FT Consultant Teacher Coordinator (Project Coordinator), 1 FT Consultant Teacher (Project Assistant), and nine teacher consultants (PT) to serve as Materials Development Team (MDT) members, 1 FT Clerk
- Appointment of members to Advisory Committee and Community Communication Council representatives.
- Scheduling of 16 hours of orientation sessions for MDT members for developing Resource Handbook.
- Collection of resource materials and literature needed for materials development.
- Recruitment of schools and teachers for participation in pilot-testing.

Phase II -- Materials Development

- Scheduling of 32 hours of MDT writing sessions over eight weeks.
- Consultation with identified classroom management consultants for technical input and advice concerning construction of manual.
- Completion of intitial development of "common sense" approaches to classroom management techniques for inclusion in manual.
- Recruitment and selection of schools and teachers for pilot-testing.
- Review of research of theoretically based designs of classroom management for instructional learning package.

Phase III -- Review and Refinement of Materials, January 1, 1982 - February 2, 1982

- Editing of and compilation of materials developed by MDT in Phase II into first draft form of the manual.
- Selection of 36 public and 12 non-public teachers in 24 public and two non-public schools for pilot-testing phase.

- Observation of usage of Handbook by experimental teachers on a pre-post basis.
- Administration of classroom climate survey to experimental and control teachers on a pre-post basis.
- Revision of handbook materials based on feedback from the experimental teachers.
- Continue review of research on theoretically based classroom management designs for development of learning package.
- Complete interviews with experimental group by project staff.

Phase V -- Review and Refinement, June 18, 1982 - July 23, 1982

- Revise manual based on all evaluative data.

Budget Analysis

The Annual Financial Expenditure Report is not available at the time of the writing of this report, as noted below:

Total federal support under ESEA Title IV - C (Proposal Budget)	$113,000
Total federal support other than ESEA Title IV - C	$ None
Total non-federal support (LEA Costs)	$ Not Avail.
Total project cost	$ Not Avail.

E. PROJECT OUTCOMES

Discussion of project objectives will be organized around the type of outcome expected. Each objective statement will be presented followed by a description of the evaluation procedures and evaluation results. Project evaluation was assigned to a staff member of the Department of Research and Analysis.

Facilitating Objective #1 (FO #1)

Objective Statement: Appoint consultant teacher coordinator, select an assistant teacher consultant and the nine members of the Materials Development Team (MDT).

Objective Elaboration: The Assistant Superintendent for Curriculum and Instruction in consultation with the Cluster Administrator will appoint a consultant teacher coordinator and will select an assistant teacher consultant and the eight members of the Materials Development Team (MDT). The one non-public member will be chosen by Cleveland Catholic Diocese personnel. The project evaluator will use appointment dates to verify completion of this objective.

Starting Date: Beginning of funding, 1981; Ending Date: September 8, 1981.

Evaluation Procedures

Progress toward the implementation of FO #1 was assessed by examination of project records, interviews with project staff and observation of project activities by the project evaluator.

Evaluation Outcomes

This objective was implemented. Documents in Appendix A detail the procedures used for recruitment and hiring of project staff within the indicated time frame. The project staff members are as follows:

Mr. Frank Theus, Coordinator
Ms. Bettye Brown, Consultant Teacher

Members of the Materials Development Team (MDT) were selected by September 8, 1981. They included the following:

Name	School
Allen Abel	South High
Eleanor Rickett	Miles Park
Charles K. Russo	Giddings
Phyllis Stafford	Collinwood
Mary E. White	Jane Addams
Bennie J. Williams	Newton D. Baker
Sheilah S. Williams	Miles
Roy Woda	Central
Kenneth Radigan	St. Leo's

Facilitating Objective #2 (FO #2)

Objective Statement: Elicit participatory support of Advisory Committee and Community Communication Council representatives.

Objective Elaboration: The consultant teacher coordinator in consultation with the Assistant Superintendent of Curriculum and Instruction solicited the participatory support of Advisory Committee and Community Communication Council representatives. The project evaluator will use project records listing names and titles of members of these two committees to verify completion of this objective.

Starting Date: Beginning of funding, 1981; Ending Date: September 25, 1982.

Evaluation Procedures

Progress towards the attainment of FO #2 was assessed by examination of project records, interviews with project staff and observation of project activities.

Evaluation Outcomes

This objective was implemented. Documents in Appendix B detail the procedures used to solicit membership in the Advisory Committee and the Community Communication Council. Agendas of meetings are also included in selection of members of the Advisory Committee and the Community Communication Council and were completed by October 10, 1981. Members of the Advisory Council include the following:

Mr. Isaac Hamilton
Supervisor
Health, Family Life and
Safety Education
Room 400 - Headquarters

Mrs. Estelle Holmes
Director
Educational Media Services
Room 308 - Woodhill-Quincy

Dr. Robert H. MacNaughton
Center For Productive
Discipline
Cleveland State University
UT 1353
Cleveland, Ohio 44115

Mrs. Elizabeth Mason
Parent
9924 Bessemer
Cleveland, Ohio 44014

Mrs. Teacola Offutt
Principal
Orchard Elementary

Mr. Bryan Powers
Consultant Teacher, Scienc
Room 400 - Headquarters

Miss Mary Stokes
Principal
Charles W. Eliot

Mrs. Ann Wacker
Assistant Supervisor
Reading, Language Arts
Room 221 - Headquarters

Mr. Michael Voinovich
Director
Special Education
Room 600 - Headquarters

Members of the Community Communication Council include the following:

Cindy Bricker
Special Projects
Child Guidance Center

Mrs. Helena S. Haney
Parent
Kennedy/Marshall Cluster

Dr. Warren C. Hill
Clergy
Mt. Pleasant United
Methodist Church
3232 East 128th Street

Bradley McDonald
Program Coordinator
Black Focus
4115 Bridge Ave.

Anthony H. Thomas
Staff Associate
The Citizens' Council for
Ohio Schools
451 Arcade

Meetings of the Advisory Council and Community Communication Council were held at regular intervals.

Facilitating Objective #3 (FO #3)

Objective Statement: Conduct inservice sessions for MDT members (N=9)

Objective Elaboration: The project staff will conduct 16 hours of in-service sessions to orient the MDT to the general goals of the project, the resources available to use in materials development, and the tasks which the MDT is expected to complete. Inservice participants will rate the sessions an average of "4" on a 5 point rating scale measuring such dimensions as effectiveness, utility, etc. The project evaluator will use project records of dates of sessions and attendance figures as well as personal observation and participant reaction sheets to verify completion of this objective.

Starting Date: Beginning of funding, 1981; Ending Date: September 26, 1981.

Evaluation Procedure

Implementation of FO #3 was assessed by observation of on-site activities, administration of ratings for each workshop, analysis of project records (refer to Appendix C for documentation)

Evaluation Outcomes

This objective was attained. Sixteen hours of inservice sessions for orienting nine members of the Materials Development Team were held for two consecutive Saturday mornings on October 10 and October 17, 1981. Participants' ratings of the workshops exceeded the criterion rating of '4' as mean ratings of 4.82 and 4.72 was reported for the first and second workshops (Table 2). Participants' comments about the two workshops confirmed the high ratings as they reported very positive statements about the organization, content and clarity of presentation of the workshop, as summarized below:

The commendable points of the 10/10/81 workshop according to participants are as follows:

Responses	N	(%)
- Clarity of presentation/directions	3	(28%)
- Organization of presentation	2	(18%)
- Interest level	1	(9%)
- Excellent Visual handouts	1	(9%)
- Task Orientation	1	(9%)
- Excellent groups mix/interaction	2	(18%)
- Classification of classroom management	1	(9%)

TABLE 2

DISTRIBUTION OF MDT RATINGS AND MEAN RATINGS BY WORKSHOP BY STATEMENT

Item	OVERALL MEAN ($\bar{X}$)	Workshop #1 Ratings *						Workshop #2 Ratings *					
		5	4	3	2	1	$\bar{X}$	5	4	3	2	1	$\bar{X}$
. Clarity of directions for individual activities.	4.89	7	1	-	-	-	4.89	7	-	-	-	-	5.00
. Relevance of subject matter to goal.	4.94	7	1	-	-	-	4.89	7	-	-	-	-	5.00
. Practicality of ideas.	4.82	6	2	-	-	-	4.76	6	1	-	-	-	4.86
. Value of small-group activities to objective(s).	4.77	5	3	-	-	-	4.63	6	1	-	-	-	4.86
. Interest level of presentation(s).	4.88	8	-	-	-	-	5.00	5	2	-	-	-	4.71
. Appropriateness of materials.	5.00	8	-	-	-	-	5.00	7	-	-	-	-	5.00
. Clarity of directions for small group activities.	5.00	8	-	-	-	-	5.00	7	-	-	-	-	5.00
. Clarity of presentation(s).	4.94	8	-	-	-	-	5.00	6	1	-	-	-	4.86
. General effectiveness of speakers	4.88	8	-	-	-	-	5.00	5	2	-	-	-	4.71
. Adequacy of time.	4.65	7	1	-	-	-	4.89	3	4	-	-	-	4.43
. Attainment of workshop goal.	4.82	8	1	-	-	-	5.00	5	2	-	-	-	4.71
. Overall ratings of today's workshop.	4.82	7	1	-	-	-	4.89	5	2	-	-	-	4.71

* 5 - Excellent, 3 - Average, 1 - Poor

** Two respondents did not identify if ratings were for Workshop 1 or 2.
Ratings of these individuals consistently fell at 4-5 and were included in the overall average for Workshops 1-2.

The commendable points of the 10/17/81 workshop, according to participants are as follows:

Responses	N	(%)
- Organization of presentation	5	(56%)
- Good background information re: classroom management	1	(11%)
- Enthusiasm of presenters	1	(11%)
- Clarity of tasks to be achieved	1	(11%)
- Excellent group mix/interaction	1	(11%)

Respondents indicated they were very satisfied with the 10/10 and 10/17 workshops and offered no substantive recommendations. They pointed out some of the good features of the workshop to be as follows:

- Availability of books and materials on classroom management is excellent.
- Workshops provided stimulating and worthwhile learning experiences.
- Goals/objectives of project were clearly presented.
- Directions for the tasks were clearly presented.
- Ideas for classroom management were excellent.

Facilitating Objective #4 (FO #4)

Objective Statement: Conduct MDT writing sessions to develop and/or adapt materials for the manual.

Objective Elaboration: The project staff will conduct 32 hours of writing sessions over eight weeks for the project's nine MDT members to develop and/or adapt materials for construction of the manual of "common sense" ideas. The manual will be composed of suggestions/strategies on maintaining good classroom management, and will include, but not be limited to, checklists, case studies and teaching techniques. The project evaluator will use project records for documenting dates of writing sessions, attendance figures and personal observation to verify completion of this objective. Copies of all materials produced will be obtained by the evaluator to verify completeness of manual.

Starting Date: September 28, 1981; Ending Date: November 25, 1981.

Evaluation Procedure

Implementation of FO #4 was assessed by on-site observation activities, interviews with members of the MDT team and periodic examinations of the drafts of materials developed by the writing team.

Evaluation Outcomes

This objective was implemented. The nine members of the Materials Development Team met for a total of 32 hours for six consecutive Saturday mornings; five of the six Saturday meetings were used to develop and write

material. The last Saturday meeting was used to revise the draft according to suggestions of two consultants who reviewed the materials during the months of December 1981 and January 1982. The MDT team met on the following days:

Date	Activity	N
October 24, 1981	Development/Writing	9
October 31, 1981	Development/Writing	9
November 7, 1981	Development/Writing	9
November 14, 1981	Development/Writing	9
November 21, 1981	Development/Writing	9
January 30, 1982	Revision	9

Both project coordinator and teacher consultant were in attendance during these sessions, bringing the total N to 11 participants. Project evaluator attended 3 out of the six sessions.

The first draft of the manual developed by the team attempted to incorporate "successful" and "effective" techniques submitted by teachers in the district in response to a flyer distributed in October to 123 schools that called for tested and proven classroom management techniques (refer to flyer in Appendix D). Approximately 70 teachers submitted 'effective' classroom management practices.

Analysis of teacher-submitted ideas and practices was supplemented by other activities such as:

-- review of the literature, research studies and theories to provide background to the team.
-- adaptation and modification of ideas from the literature and the practitioners to fit with the guidelines of the handbook.

Facilitating Objective #5 (FO #5)

Objective Statement: Review first draft of manual by consultant and revise materials.

Objective Elaboration: The manual ("common sense" approach) will be reviewed and critiqued by a classroom management consultant for criteria such as technical adequacy and comprehensiveness of materials. The manual will be judged according to criteria established jointly by the project evaluator and consultant with input from the project coordinator. The manual will be revised based on agreements between the consultant, the project coordinator and the project evaluator regarding the results of the consultants critique and the need for changes. The project evaluator will use project records documenting the date the materials were reviewed by the consultant, and will actually review the consultant's report concerning the materials and will document what revisions are made in the manual to verify completion of this objective.

Evaluation Procedures

Implementation of FO #5 was assessed by on-site observation of activities preceding selection of two consultants, participation in interviews with the consultants and in preparation of the consultants' performance contracts.

Consultants' review of the first draft was conducted during the period December 18, 1981 to January 22, 1982 of the Handbook, using two assessment instruments developed by the project evaluator in consultation with the administrative staff. These instruments included the following:

- The first instrument attempted to assess clarity of objectives, rationale, relevance of these objectives to classroom management, relevance of activities to objectives, clarity of presentation of activities, practicality and workability of activities and layout, of four units developed for the elementary and secondary levels. Ratings were made for eleven statements using a five-point rating scale, (5 representing the most positive and 1 as the most negative).

- The second instrument consisted of a global assessment of the Handbook relative to comprehensiveness, cohesiveness, coverage of classroom management, practicability and as to effectiveness as a resource.

Project evaluator reviewed comments of consultants on the submitted draft of the Handbook by unit.

Evaluation Outcomes

FO #5 was implemented.

Two consultants were hired instead of the one specified by the objective (refer to Appendix E for details of contract). The two consultants were:

Professor Ronald Terrell	Professor Gerald Jorgensen
Cleveland State University	John Carroll University

Table 3 (p. 17) summarizes the mean ratings obtained as noted for each unit by item. Ratings on the average ranged from 4 - 4.5, with few exceptions, indicative of the positive opinions of the consultants about the Handbook. It is noteworthy that despite the very positive ratings given to the four units, consultants provided recommendations for revising the Handbook.

TABLE 3

SUMMARY OF CONSULTANTS AVERAGE RATINGS

BY UNIT BY LEVEL

Statement	Elementary				Secondary			
	I	II	III	IV	I	II	III	IV
Clarity of Objectives & Rationale	3.0	2.5	3.0	3.0	3.0	2.5	3.0	3.0
Clarity of Directives for Teachers	4.0	4.0	4.0	4.0	3.5	3.5	4.0	4.0
Clarity of Presentation of Activities	4.5	4.0	4.5	4.5	4.5	4.0	4.0	4.0
Relationship of Activities to Unit Objectives	I*	4.5	4.0	3.5	I*	3.5	4.0	4.0
Practicality of Activities for the Inexperienced Teacher	5.0	4.0	4.5	4.0	5.0	4.0	5.0	3.5
Logical Sequencing of Activities	3.5	4.5	3.5	I*	4.5	4.0	3.5	4.0
Adaptability of Activities	4.0	4.5	4.5	4.5	4.5	4.0	4.5	4.5
Practicality of Activities for the Experienced Teacher	5.0	4.0	4.5	4.5	5.0	4.5	4.5	2.5
Layout and Format	4.0	4.5	4.0	4.5	4.0	3.5	4.5	4.5
Comprehensiveness of Activities	4.5	4.5	4.5	4.0	4.5	4.0	4.5	5.0
Organization of Content	3.5	4.5	3.5	I*	4.0	4.5	3.5	4.0

*I = Incomplete rating

The positive features about the Handbook according to the two consultants include the following:

-- practicability.
-- success in breaking down the tasks into meaningful units.
-- comprehensiveness of materials.

The following represents areas for improvement:

-- the size of the handbook is forbidding.
-- explicitly stated objectives should be related to the rationale in selected units that needs to be written in a "personalized" manner for the teacher. Furthermore, rationale should be expanded.
-- repetition of some activities should be kept at a minimum to reduce redundancy.
-- logical sequence of presentation of activities in selected units should be modified to provide a smooth flow of activities.
-- there is a need to include more activities for selected units at the secondary level.

(Refer to Appendix F for complete listing of Consultants' recommendations).

When consultants were asked to rank the Handbook on a five-point scale (5 as High to 1 as Low), relative to seven specified criteria, average ratings were very high. They ranged from 5.0 to 3.5 (Table 4).

TABLE 4

SUMMARY OF CONSULTANTS' REVIEW RATINGS
OF THE ENTIRE HANDBOOK

Statement	Mean
1. In general, the format of the Handbook facilitates its goal as a resource to support management skills of classroom teachers.	4.5
2. The different sections of the Handbook fit together into a cohesive whole. The manual flows well.	3.5
3. Given the purpose of the Handbook and the audience for whom it is intended, the coverage on classroom management is adequate and appropriate.	4.5
4. Overall, the Handbook provides classroom teachers with a useful and practical guide for dealing with management concerns.	4.5
5. The average classroom teacher will be able to work through the manual successfully with minimal assistance from the outside.	3.5
6. Overall, this Handbook has quality.	4.5
7. This Handbook has a potential for enhancing management skills.	5.0

Facilitating Objective #6 (FO #6)

Objective Statement: Finalize selection of experimental and control groups.

Objective Elaboration: The project coordinator will solicit a pool of volunteer teachers from public and non-public schools. From the pool of volunteers, 18 public and six non-public teachers will be randomly assigned to a pilot-test group for the pilot-test phase. Another 18 public and six non-public teachers will be randomly assigned to a control group. The assignment process will be conducted by the project evaluator. The evaluator will use the list of teachers and a description of the assignment procedure to verify completion of this objective. Data on grade, sex, race, experience level, etc. will also be collected to document that the random assignment procedure prevented systematic sampling biases on these variables.

Starting Date: September 28, 1981; Ending Date: January 22, 1982

Evaluation Procedure

Implementation of FO #6 was assessed by on-site observation of the different activities called for by this particular objective, participation of the project evaluator in random selection and final assignment to experimental and control groups, interviews with project and analysis of project/evaluation records.

Evaluation Outcomes

FO #6 was implemented. The project coordinator in consultation with the district Cluster Director, visited schools to talk with individual school principals to inform them of the need for volunteer teachers to serve on the experimental and control groups. A flyer (Appendix G) was distributed in November 1981 for 123 elementary and public schools, in order to publicize the project recruitment efforts. The flyer encouraged teachers to participate in this project effort and urged them to send their application on or before January 8, 1982 to the project coordinator or evaluator.

Of the 85 public school teachers who requested more information about the project with completed application forms (Appendix G), 54 followed through. The 54 respondents represented elementary and secondary teachers from schools. A total of 48 teachers were selected to serve in the experimental and control groups.

Demographic characteristics of the experimental and control teachers are noted below: (refer to listing in Appendix G):

Experimental--Primary/Elementary

- Six of the 15 teachers (40%) are Black;
- Thirteen (87%) of the 15 Teachers are Female.
- Total number of years in the teaching profession ranges from one to 29 years with 15 years established as the median. Reported range of years in their current position was also 1 to 29 years, with median established at 12 years.
- Thirteen of the 15 teachers (87%) are public school teachers; the remaining two are with the Catholic schools.

Experimental--Secondary

- Four of the 8 teachers (50%) are Black;
- Six of the 8 teachers (75%) are Female.
- Total number of years in the teaching profession ranged from 1 to 17 years, with the median established at 12 years. Reported range for the number of years spent in the current position was from 1 to 14 years with 14 years established as the median.
- Of the 8 teachers (%) are public school teachers, while the remaining three are with the Catholic Schools.

Control--Primary/Elementary

- Six of the 12 teachers (50%) are Black;
- Ten of the 12 teachers (85%) are Female.
- Number of years in the teaching profession range from 6 to 25 years, with 18 years established as the median. Reported range of years in the current position was 2 years to 23 years, with 18 years established as the median.

Control--Secondary

- All control teachers (N=5) are non-Black, with 3 Male and 2 Female.

Facilitating Objective #7 (FO #7)

Objective Statement: Conduct a pilot-test of the manual.

Objective Elaboration: The project staff will conduct one four-hour orientation session with the pilot-testing team. During the pilot-testing phase, the manual representing the "common sense approach to classroom management" will be pilot-tested by the pilot-testing team in their classrooms. The project staff will conduct a structured interview with each pilot-test team member at least once during the pilot-test phase to provide specific feedback on improving the manual. In addition, during this phase the pilot-test teachers will provide the evaluator with a reaction sheet rating the teacher's impressions of the usability of the manual. Teachers will also keep a usage log documenting the extent of actual usage of the techniques suggested in the manual. The evaluator will use project records documenting the dates and names of participants at the orientation session, the interview data, reaction sheets and teacher logs to verify completion of this objective.

Starting Date: January 25, 1982; Ending Date: May 28, 1982

Evaluation Procedure

Implementation of FO #7 was assessed by on-site observation of project activities, participation in activities requiring presence of evaluator, analysis of project records, interviews with project staff and MDT members.

Evaluation Outcomes

Approximately 3/4 of the activities called for by FO #7 were implemented, as detailed below:

- Orientation: A four-hour workshop was conducted by the project staff on February 6, 1982, with 40 members of the pilot team (experimental and control) teachers in attendance. The orientation session covered the following topics: classroom management theories, background of Title IV-C Project (Appendix G) and responsibilities of experimental and control teachers.

- Pilot-Testing: The manual was pilot-tested by a final sample of 23 teachers: 15 primary/elementary and 8 secondary teachers.

- Structured Interview: The project staff (N=2) conducted a minimum of two structured interviews with each teacher in the experimental groups. Comments of the teachers dealt with the general inappropriateness of the manual because of the time it was being pilot tested. The teachers generally agreed that the manual usage was most relevant for the early part of the school year.

- Teacher's Reaction Sheets and Usage Logs: Collection of these data were not implemented. Data was scheduled for collection during the workshop (for the experimental and control teachers) held on June 5, 1982. However, evaluator was unable to attend the workshop because of circumstances beyond her control. There was no time to collect the data. The teachers in the experimental group who expressed positive statements about the clarity of the project handbook, pointed out that the timing of piloting this type of a manual, represented its major weaknesses. They indicated

that this manual would have been appropriate for their needs and therefore of greater use, if this was piloted in September. Their needs in April according to comments made by teachers, were of an entirely different nature than those indicated in the manual.

Facilitating Objective #8 (FO #8)

Objective Statement: The manual ("common sense" approach) to classroom management will be revised.

Objective Elaboration: The project staff will use evaluative data collected during pilot-test from pilot-test team to revise the manual. Evaluator will compare changes made against recommendations for change made by pilot-test teachers. Based on all evaluative data, a revised manual will be duplicated for further pilot-testing scheduled during the second year. The project evaluator will use the revised manual to verify completion of this objective.

Starting Date: May 31, 1982; Ending Date: August 13, 1982

Evaluation Procedures

Implementation of FO #8 was assessed by on-site observation of activities, analysis of project records, comparison of first draft of manual and the final form of the manual.

Evaluation Outcomes

FO #8 was implemented. The final draft submitted to the evaluator on July 23rd, was a superior version of the earlier drafts in terms of sequencing of activities, clarity of context, selection of activities, and in quality of writing.

Teacher's comments written informally on the Handbook (collected at end of pilot testing phase) alluded to the inappropriateness of the timing of the pilot-testing. A few called for clarification of intent of some of the forms, simplification of checklists (or forms) included in the Handbook, and the reduction of activities to avoid redundancy.

The Material Development Team met for four weeks following the end of the school year, June 21 through July 16, 1982 to finalize the revision of the Resource Handbook. The final draft which incorporated teacher's comments was shown to the evaluator on July 23, 1982, before it went to final print.

Performance Objective #1 (PO #1)

Objective Statement: Eighty-five percent of the participants will demonstrate an educationally significant gain in frequency and quality of instructional organization techniques. The gain for the group will be statistically significant ($p < .05$).

Objective Elaboration: Each pilot-testing team teacher will be observed two times (pre-pilot-testing) and two times (post-pilot-testing) to determine the frequency of use and the quality of identifiable classroom management techniques. An observation instrument consisting of a checklist and a rating scale will be developed jointly by the project evaluator and the project staff. These pre-observations will take place prior to January 25, 1982 and post-observations during the month of May, 1982 by trained outside observers. The project evaluator will use a composite summary of the pre-observations and composite summary of the post-observations to determine degree of attainment of this objective.

Evaluation Procedures

Attainment of PO #1 was assessed by analyzing the degree of implementation of pre-post observations of classes of experimental teachers and the degree of completion of instruments necessary for classroom observations, and ultimately the analysis of data obtained from the observation activity. Observation pre-post data, were converted to percent and were analysed by pre-post mean ratings (based on a five point rating scale) and by the correlated t-test.

The observation instrument was developed by the project evaluator in consultation with the two project staff. Observation instruments were developed for the primary/elementary and secondary levels, consisting of items relevant to the four units of the Handbook (refer to Appendix H). Changes were made in order to make implementation of PO #1 more feasible:

- Original timelines, "prior to January 25, 1982 and during the month of May" was modified. Pre-observation was scheduled for the weeks of February 1 and February 8 and post-observations were scheduled for the weeks of April 26th and May 3rd. Revision in timelines for observation of classes was made as a result of the earlier changes in completion of other activities.

- Use of "trained outside observers" was dropped for lack of funds. Instead, observations of classes were made by the two project staff.

- Observations of teachers in the experimental group four times (two for pre-pilot testing and two for post-pilot testing) was reduced to two (one for pre and one for post-observation). Reduction in number of observations was made for two reasons: span of time between pre and post-observation activities was shortened because of the revised timelines, observations for 23

classes are sufficiently large enough to warrant reduction of an observation activity from two to one, and to avoid disruption of instruction.

. Two different classroom schedules were constructed separately for primary/elementary and secondary levels because the Resource Handbook consisted of two separate components for these two levels. This resulted in limited N for both groups: 15 for primary/elementary and 8 for secondary. As a result, the analysis to assess significance in change was modified to look at 'average' results, rather than a specification of percent demonstrating change. Data was subsequently analyzed statistically, using the correlated t-test.

Evaluation Outcomes

This objective was not attained. Analysis of observations (Table 5) showed that pre-post data did not meet significance ($p < .05$), with percent change ranging from 2% to 22%. Findings however need to be interpreted with caution because initial observation data obtained in mid-school year was relatively high, and did not leave too much room for improvement. Analysis of pre-post mean ratings of classroom climate based on observers' general impressions revealed no significant change at both levels. As with observation data for primary/elementary group, ratings for classroom climate was very high.

TABLE 5

MEAN PERCENT DISTRIBUTION OF PRE-POST CLASSROOM OBSERVATION DATA FOR USAGE OF RESOURCE HANDBOOK

	Unit*	N+	Primary/Elementary (N=15)				Secondary (N=8)			
			Pre-%	Post-%	Chge	t	Pre-%	Post-%	Chge	t
I	"Readying"	7	82%	78%	7	.68	77%	91%	22	1.37
II	Ranks-Procedures	9	63%	74%	11	1.21	53%	66%	13	.83
III	Action Plan	6	75%	82%	7	.54	53%	66%	13	.83
IV	Management Systems	9	82%	88%	6	.41	48%	50%	2	1.02

*Labels indicated here were changed in the final revision of the manual. Although the label names were changed, content remains identically the same.

+N or number of items per section in the Classroom Observation activity.

The following findings can be summarized from Table 5 (Appendix H)

- Over 3 out of every 4 teachers in the primary/elementary group were demonstrating practices consistent with the first, third and fourth unit of the handbook during the initial observation. During the second observation, approximately 3 out of every 4 teachers or better, were observed to be using procedures and techniques consistent with the Handbook.

- Approximately three out of every four teachers at the secondary level were demonstrating practices consistent with one unit (I - "Readying" or Preparation of Classroom & Materials) during the initial observation; only one out of every two secondary teachers were observed to demonstrate practices consistent with Units II - IV at the same period. During the second observation activity, three out of every four teachers or better, were reportedly using techniques consistent with Units I and IV; one out of every two teachers or better, were demonstrating techniques consistent with Units II - III.

Pre-post mean ratings on climates for the two groups indicated that observed initial classroom climate was better than average and continued at that high level during the second observation. Observed classroom climate for secondary classes remain at the average level (Table 6).

TABLE 6

PRE-POST MEAN RATINGS*

Level	Pre-	Post-	t
Primary/Elementary	3.62	3.75	.40
Secondary	2.75	3.09	1.05

* Based on a five-point rating scale: 5 as Very High to 1 as Very Low.

Analysis of classroom observation data (Appendix H) showed that both primary and secondary groups demonstrated most of, if not all of the techniques consistent with Unit I on preparation of classroom and materials. This phenomenon is no doubt a function of the timing of the piloting of the Handbook. However, it also indicates that activities and materials included in this unit are basic for most teachers and therefore do not need any assistance in this area.

Generally, primary and elementary teachers appeared to demonstrate higher proporation of practices consistent with the Handbook, as compared to secondary teachers. Some shortcomings noted for this group are summarized below:

- Use of non-verbal reinforcement (Unit II)
- Articulation or follow through with consequences (Unit II).

Although no statistically significant pre-post change in classroom observation data was noted for the secondary teachers, it should be noted that there were positive percent increases in use of practices consistent with the Handbook.

While this appears to suggest that the Resource Handbook may be of greater use to the secondary teachers, some caution in data interpretation should be exercised. For example, implementation of activities for setting the action plan appropriate for the first week (III) was less frequently observed as compared to those of other activities in other units. Although percent of observation of these activities was comparatively lower, this has been attributed to the inappropriateness of specified activities at the time of the piloting (testing of activities in Unit III were excluded in the listing of areas needing improvement below).

The following activities were noted to be implemented with lower frequency among this group, indicative of areas of concern:

- Use of procedures to implement rules consistent with "effective" management techniques (Unit II)
- Evidence of articulation of or follow-through with consequences (Unit II)
- Evidence of use of non-verbal reinforcement (Unit II)
- Implementation of techniques to handle inappropriate behavior (IV).

Comments made about primary/elementary classes were more positive than those made for secondary classes (refer to details in Appendix H-3). A sample of observers' comments made for each group per unit are noted on the following pages.

Unit I - Preparation of Class & Materials - Primary/Elementary

-- "Very well Organized"
-- "Classroom in 'super' condition - decorated with meaningful materials and items of interest to the students".
-- This teacher was a former T.A. and is utilizing the "what worked before" approach. Checklist and other reference lists were not available - the teacher noted that materials were supplied by the early childhood department".
-- "Room has been changed since the last obervation - from an elementary arrangement to a more formalized NOW structure".
-- "No checklist - used what she wanted to do".

Unit II - Rules and Procedures - Primary/Elementary

-- "Rules used very effectively by this teacher, also they were incorporated into activities as they took place".
-- "Students told to talk without hand over mouth - constant reinforcement of this procedure".
-- Rules not posted, raising hands to answer questions, in handbook - rules to be posted on bulletin board, constantly reminded when doing homework and activities".
-- Rules posted on the walls - very specific for students schedule posted for the days - Bellwork on board".
-- "Listen Carefully..."
-- "Whole group instruction/Explain/Feedback" "Teacher switched to Lee Center MOD."
-- "Smiles"

Unit II - Rules and Procedures - Secondary

-- "Students not really following rules"
-- "Verbal reinforcement negative".
-- "No Rules/Procedures posted - Rules given out as necessary to study".
-- "Student raising hands - seem to understand rule structure".
-- "No consequences posted or realized".

Unit III - Action Plan for the First Week - Primary/Elementary

-- "Typical seating plan - students knew where to sit - random - try to adjust as year progresses. No student work displayed. No second year with students. Kids have been together since 2nd grade, working on it now. Verbal interaction - work on high school selections".
-- "Teachers stated seating based on his "feeling" for the students and how they get along. The teacher responded that rules had been taught, however, I seriously question if they were, also, activities were mentioned that were used to get students acquainted with one another. (PADS) No real activity was identified. The use of time is questionable because the students were given an assignment, but not closely monitored which I feel allowed them to get off task".

-- "Observer interpreted the lesson teacher instructed students as 'what to do'! 3 students entered during class, had to tell teacher what happened in computer class. Kids marked off took but a minute."
-- "Teacher utilized - different approaches to make adjustments."
-- "Practice lining up - leaders identified - kids write out home."

Unit III - Action Plan for the First Week - Secondary

-- "Teacher responded to Items #42,43,45 and 46 with comment that these students know one another and only the few that show up want to learn." "No student work displayed".
-- "Used lab activity for teamwork".
-- "Birthday activities".

Unit IV - Maintenance of Management Systems - Primary/Elementary

-- "Used reinforcement very effectively modeling, smiling, non-verbal signals".
-- "Bellwork assignment on the board for students to complete as small groups were working. Teacher "rode" eyes over rest of class and questioned students not working or involved".
-- "Student accountablility list on the board." "Boards for check marks, etc."
-- "Behavior mod technique used doesn't seem to be working. Too much time in transitions from one activity to another."
-- "Written note on papers, Verbal - treat positive reinforcement with reward."

Unit IV - Maintenance of Management Systems - Secondary

-- "Teacher constantly walked around unit - picking with kids".
-- "Teacher and parents were contacted re: absences."
-- "This lady has it together. She has them eating out of her hands".
-- "Teacher walked around "monitoring" with the students during the activity".
-- "monitoring - constant interaction with students" "Blood pressure activity used - Students learning from notebook."
-- "Very little work with parents."

Performance Objective #2 (PO #2)

Objective Statement: Improvement in classroom climate survey measures for the pilot-testing teachers' classrooms will be significantly higher ($p < .05$) than those for the control teachers' classrooms for the 1981-82 school year based on pre-post measures. Eighty-five percent of the pilot-testing team teachers will demonstrate positive classroom climates.

Objective Elaboration: Pilot-testing team teachers and a comparison group of teachers will complete an appropriate standarized classroom climate survey preceding and following the pilot-testing of the manual. This climate survey will be administered in January and May 1982. The climate scores in pilot-test classrooms will improve to a significantly greater degree ($p < .05$) than in control classrooms. In addition, at least eighty-five percent of the pilot-testing team teachers' classrooms will demonstrate that they possess a positive climate as defined by the norms of the climate survey selected. The project evaluator will use results of the climate survey to determined degree of attainment of this objective.

Evaluation Procedures

A reveiw of commercially developed classroom climate instruments made October to November 1982 revealed that there are no project relevant climatic instruments. In the absence of any "standardized" instrument to measure climate, a locally developed instrument consisting of 20 items was administered on a pre-post basis to the identified experimental and control teachers (refer to Appendix I for copy of the instrument and the accompanying Bulletin of Instructions). Teachers were asked to rate students in identified experimental and control classes on 26 items which assessed the classroom climate on a five-point rating scale (5 as the more positive climate rating to 1 as the more negative climate rating).

Reliability: A reliability study of the locally-developed 26-item instrument indicated the instrument to have high internal consistency. The reliability model used in this study partitioned the 26 items into two subtests. A reliability coefficient were subsequently computed for each subtest. The resulting correlation or reliability coefficient provided a measure of stability and consistency of teachers' responses to the two subtests.

Three correlation techniques used to establish the reliability of the 26-item instrument included Spearman-Brown, Guttman Split-Half and Pearson. Estimated coefficient for the 26 item climate ratings are noted below:

Spearman-Brown - .76
Guttman Split-Half - .87
Pearson V - .76

Factor-analysis: Data obtained revealed four distinct factors namely Teacher Attitude, Teacher Management Skills, Flexibility and Task Orientation.

Percent of variance associated with the four factors and the eigenvalues were as follows:

Factor	% Variance	Eigenvalue
Teacher Attitude	41.3	6.38
Management Skills	24.5	3.78
Flexibility	19.7	3.04
Task-Orientation	14.5	2.5

The original sample of 48 teachers (24 experimental and 24 control was drastically reduced to 15 (10 experimental and 5 control), as only 15 completed the climate instrument at the end of the year. The unusually high 69% shrinkage rate can be attributed largely to morale problems as majority of the 23 teachers (69%) who failed to return completed year-end rating forms were among those whose contracts were not renewed for the 1982-1983 school year. Because of the very limited N, interpartion of findings should be done with caution.

The analysis of covariance design served as the basic model for comparing the factor scores of the experimental and control groups contents. No attempt was made to test if "...85% of the pilot testing team teachers... demonstrate positive classroom climate "(PO #2) for two reasons:" A N of 15 pilot-testing team teachers is too limited and the climate instrument is locally developed and has no established norms.

Evaluation Outcome

PO #2 was not attained. Differences between experimental and control groups fell below the .05 level. Pre-post mean climate ratings are presented on the following table (refer to Appendix J for summaries of the analysis of covariance for the four factors).

TABLE 7

OBSERVED PRE-POST MEAN CLIMATE RATINGS (N=15) *

FACTOR	Pre $\bar{X}$		Post Mean		F - Value
	E^1 (N=10)	C^1 (N=5)	E^1 (N=10)	C^1 (N=5)	
Teacher Attitude	4.15	3.97	3.95	3.82	.01
Management Skills	4.15	4.06	3.86	3.75	.03
Flexibility	3.43	3.13	2.93	2.67	.01
Task Orientation	4.30	3.87	4.03	4.00	.07

*Higher ratings indicative of more positive climate and lower ratings indicative of less positive climate.

Performance Objective #3 (PO #3)

Objective Statement: Students of pilot-testing participants will demonstrate a significantly more positive change in average attendance rate ($p < .05$) than the average attendance rate for the control students.

Objective Elaboration: As a result of the pilot-test of the manual during the second semester, students of pilot-test team teachers will demonstrate a higher average gain in attendance rate between the first and second semesters than control students. Pilot-test teachers will keep regular attendance records of their class. Average attendance rates (Pre) and the second semester (Post). The project evaluator will use a t-test to compare attendance data with control student attendance averages by grade for the same periods to determine degree of attainment of this objective.

Evaluation Procedures

Absent rate was used instead of attendance rate because of the availability of the former in the Automated Pupil Record File. Data for absent rate for first and second semester of experimental and control pupils at the three levels (primary, elementary and secondary) were compared. Data was converted to percent, with 88 and 89 days used as base figures for first and second semesters (the base figures took into account the snow days during the two semesters). Independent t-test were used to evaluate differences between experimental and control groups at each level. Analysis was limited only to the students in the puplic schools, as data for non-public students was not available.

Evaluation Outcomes

PO #3 was not attained. Differences between first and second semester absence data for experimental and control pupils was not significant at the three levels (primary, elementary and secondary). Table 8 represents the percent and absence data by level and their associated t-values.

TABLE 8

INDEPENDENT t-TESTS FOR DIFFERENCES IN ABSENCE RATE

Level	NS	First Semester	Second Semester	Change	T-value
Primary	E(N=74)	8.75%	8.58%	-.17	-.46
	C(N=82)	8.56%	8.91%	.34	
Elementary	E(N=45)	14.82%	19.00%	4.08	-.25
	C(N=70)	13.12%	17.93%	4.81	
Secondary	E(N=69)	9.14%	9.98%	.84%	-1.00
	C(N=58)	7.58%	9.45%	1.87%	-1.00

*E = Experimental, C = Control

These findings were corroborated by the results of the analyses of covariance techniques, where the absence rate for the second semester was used as the dependent variable and the first semester absence rate served as the covariate. Estimated t-values for observed differences at the three levels fell markedly below the .05 level. The observed non-significant differences between the experimental and control groups should be expected because of the very limited time span for piloting the Resource Handbook and the inappropriate timing for the pilot-testing of the Handbook.

Performance Objective #4 (PO #4)

Objective Statement; Students of pilot-testing team teachers will evidence significantly more improved attitudes ($p<.05$) toward their class and school following pilot-testing of the manual in their teacher's classroom than will control students.

Objective Elaboration; Students of pilot-testing team teachers and control teacher group will be surveyed using an appropriate standardized or locally developed test of attitude measurement. If a locally developed test is used, reliability data will be obtained through a pilot-test of the instrument on a sample of Cleveland Public School Students. For a validity check, attitude test scores will be correlated with teacher ratings of student attitude. Validity and reliability coefficients of at least .60 will be sought. Pre-testing will occur before the pilot-testing. Post-testing will occur following the pilot-testing. Pre-testing will begin by January 4, 1982. Suitable inferential statistics such as 2-way ANOVA and companion t-test will be used to assess the presence of significant differences. A ($p<.05$) level of confidence will be used as the criterion for significant differences. The project evaluator will use the attitude ratings to determine degree of attainment of this objective.

Evaluation Procedures

Locally developed instruments were used to assess attitude change of pupils in experimental and control group at three levels: primary, elementary, and secondary. Pilot-testing of the three instruments was completed in January. Reliability of the instruments were analyzed using the SPSS analysis of variance, subprogram reliability. The program is a simple factor repeated measures design analysis of variance. Validity of the instruments were studied by the Pearson Correlation Coefficient Techniques that look at pupils' attitudes test scores and teachers' ratings. Data was also analyzed by other statistical techniques such as item analysis and factor analysis.

The analysis of covariance design served as the basic model for analyzing groups differences.[1] It should be noted that the covariance analysis for the elementary sample was limited only to one factor (treatment) because of oversight in collecting data for race and sex for non-public school pupils in the sample. However, covariance analyses for the primary and secondary pupils utilized a three-factorial 2x2x2 Treatment x Race x Sex designs.

---

[1] The ANOVA statistical technique was used in place of the t-test because of the evaluation model.

Reliability: The model used to analyze data partitions the variables in the scale into two subsets. For each subset or subscale (form) the sum is computed and the reliability calculations make use of only the information contained in the two sums for each case.

The first coefficient calculated is the correlation between forms or between halves. If T_1 and T_2 are the sums of the items in parts 1 and 2, the correlation between halves is the correlation between the sums T_1 and T_2. This correlation measures the extent to which the two halves measure the same thing. It is often used to determine how stable responses to two tests are over time.

The Spearman-Brown split-half coefficient represents the correlation between the two parts. This formula is designed to answer the question, given two equally reliable parts, how reliable would the whole be if they were combined into one?

The third coefficient, the Guttman split-half, is similar in form to the Spearman-Brown, but does not necessarily presume equal reliabilities or equal variances. In fact, when only two items are used, the Guttman split-half is the maximum likelihood estimate of the reliability of the composite under the τ-equivalent model. In-ther-words, the Guttman split-half is coefficient α applied to a two-item scale.

Table 9 summarizes the coefficients obtained for each instrument, based on three reliability measures (refer to complete details in Appendix K).

TABLE 9

SUMMARY OF RELIABILITY COEFFICIENT BY INSTRUMENT BY RELIABILITY MEASURE

Instrument	Level	Pearson Part I-II	Spearman-Brown	Guttman Split-half
Pupils' Ratings of Classroom Climate	Primary	.58	.73	.73
Pupils' Ratings of Classroom Climate	Elementary	.60	.74	.75
Students' Ratings of Classroom Climate	Secondary	.59	.74	.74

Data shows that the instrument met the reliability index criterion of .60.

Validity: To establish validity estimates of the instruments (refer to Appendix K), teachers (N=3) were requested to complete the climate attitude instruments for a limited number of students who were part of a larger sample that completed comparable instruments. Pearson r correlation techniques were done on total scores generated from the teacher-completed and student/pupil-completed test measures. Analysis of the degree of relationship between students' and teachers' total scores (the latter was used to represent the accepted performance criterion of students' climate attitude) represented an effort to evaluate the validity of the instruments used to measure classroom climate. The estimated high correlation coefficients that exceeded the criterion of .60 (PO #4) attest to the following (Table 10):

- A classroom climate does exist and is amenable to measurement. The tests has construct validity as they measure the quality "climate".
- The measure have concurrent validity, based on the high degree of relationships between students' and teacher climate scores.

TABLE 10

SUMMARY OF VALIDITY ESTIMATES

Instrument	Level	N	Pearson r
Pupils' Ratings of Classroom Climate I	Primary	10	.81
Pupils' Ratings of Classroom Climate II	Elementary	12	.77
Students' Ratings of Classroom Climate	Secondary	13	.90

Factor Analysis: Factor analyses of data obtained from pupils' responses on the climate instrument revealed distinct factors in each instrument, warranting the use of sub-scores rather than the total score at two of three levels. The analyses of covariance technique that look at differences between experimental and control groups (year end scores as the dependent variables and initial scores as the covariates), utilized different subtest of scores at the elementary and secondary levels. At the primary level (kindergarten through grades 3), the 20-item climate instrument revealed only one distinct factor identified as Climate. This one factor accounted for 63% of the total variance and has an eigenvalue of 3.43.

At the elementary level (grades 4 through 6), the 20-item instrument revealed two distinct factors identified as climate and teacher flexibility. The percent variance and associate eigenvalues are noted below:

Factor	% Variance	Eigenvalues
Climate	63.5%	3.12
Flexibility	20.8%	84.2

At the secondary level (grades 7 through 12), three distinct factors namely Teacher Flexibility (Structure), Management and Student (Peer) Impressions emerged. The percent variance and associated eigenvalues are noted below:

Factor	% Variance	Eigenvalues
Flexibility	36.3%	3.48
Management	31.1%	2.98
Student Impressions	18.0%	1.70

The final versions of the instruments were administered to a sample of 48 experimental and control classes during the weeks of February 2nd and April 28th (refer to Appendix I for copies of the instruments for the three levels and related Bulletins of Instructions). It should be noted that the original sample of approximately 1000 experimental and control pupils was drastically reduced at year-end, as several classes failed to complete the post rating instrument. The loss of students in the experimental and control sample has been attributed to failure of teachers in the sample to return student-completed questionnaires, student mobility and withdrawal.

Evaluation Outcomes

PO #4 was not attained at the three levels. Main effects attributed to treatment, race and sex did not meet significance but for one comparison (refer to the table summarizing analyses of covariance findings in Appendix I).

Table 11 represents the pre-post climate ratings of the experimental and control pupils and associated F-Values.

TABLE 11

OBSERVED PRE-POST MEAN CLIMATE RATINGS AND ASSOCIATED * F-VALUES BY TREATMENT BY FACTOR

Level	Factor	Pre-		Post-		F-Value
		E	C	E	C	
Primary	Climate	4.31	3.79	4.18	3.38	.36
Elementary	Climate	3.72	3.98	3.14	3.02	5.96 +
	Flexibility	3.02	3.23	2.93	3.20	2.84
Secondary	Flexibility	3.19	3.52	2.76	3.44	1.66
	Management	2.86	2.93	2.87	3.00	2.44
	Student Impression	3.23	3.35	3.41	3.50	.86

* Higher ratings indicative of more positive climate and lower ratings indicative of less positive climate.

+ $p < .01$

The most unusual observation from the data on Table 11 was that year-end factor ratings were consistently lower (although non-significant) than the earlier (February) ratings. This may be a function of the observed initial high ratings (2.86 to 4.31).

At the elementary level the control pupils (N=141) showed significantly lower climate ratings as compared to the experimental pupils (N=107) when initial group differences were adjusted.

Summary

The eight facilitating objectives were implemented and resulted in the completion of the Resource Handbook on Classroom Management that incorporated consultants' recommendations and was subsequently piloted in 23 classes.

Assessment of the attainment of the four performance objectives revealed the following key findings:

- Teachers who piloted the handbook did not show any significant change in techniques for classroom management. This finding is a function of the high proportion of usage of similar techniques at pre-observation.
- Difference in classroom climate based on teachers' pre-post ratings were not significant.
- Differences in classroom climate perceptions between pupils in experimental and control classes were not significant.

Interpretation of these findings should be done with great caution because of the inappropriate timing of the piloting, the piloting of a handbook that focused more on promoting classroom climate at the beginning of the schoolyear, and the high shrinkage rate of both teachers and pupils in the sample.

F. DISSEMINATION

Distribution of 700 Resource Handbooks to every school building and cluster office will be instituted as soon as they are available. It is anticipated that staff development activities conducted under the Department of Curriculum and Instruction will use the handbook as a valuable resource tool.

G. CONCLUSIONS AND RECOMMENDATIONS

The Title IV-C Classroom Management Project developed and piloted a resource handbook designed to improve teachers' ability to organize and manage their classrooms. The need for this type of a handbook (a manual of "common sense") is based on documented findings which indicated that teachers' management skills is critical to the creation of an optimal learning environment in the classroom. District data on infractions, attendance, preparation of facility marks and prioritized teachers' concerns strongly indicated that development of this Resource Handbook is needed to promote positive school climate.

The handbook was completed at mid-year; it was revised and modified to accommodate suggestions of the two consultants prior to the piloting phase during February - May 1983. The handbook was reviewed after the piloting phase in order to include suggestions of teachers on the pilot team.

All eight of the facilitating objectives were implemented. However, none of the four performance objectives were attained. Observations of classes that piloted the handbook showed no significant pre-post change in teachers' behaviors relative to frequency of uses of proposed techniques in the Resource Handbook. However, this finding seems to be a function of the high proportion (53% to 82%) of usage of techniques included in the handbook prior to the implementation of the pilot phase, and therefore did not leave much room for change. This finding should of course be at the beginning of the school year.

As with the data on classroom observations, pre-post climate ratings collected from both teachers and students demonstrated no significant change. Interpretation of these findings should be done with great caution because of the limited N of teachers with completed pre-post responses (N=15): the inappropriateness of the timing of the pilot phase and the limited time span for pre-post collection of classroom climate data.

The inappropriate timing of the piloting of this handbook intended to facilitate the development of positive classroom climate at the beginning of the year is directly related to the one-year project funding. The proposed three-year project funding in the original proposal was cut to one year by the funding agency because of shortage of funds. As a result, the one-year implementation period forced the unrealistic scheduling of development (organizing, writing, reviewing, modifying or revising etc.) and piloting (inservice, classroom observations, instrument construction, pre-post data collection) activities into one year, that would normally have taken two - three years. Lack of opportunities to field-test the manual after it had been revised to include teacher recommendations is also a limitation of this project.

The poor timing of the piloting of the project contributes to the lack of generalizability of the evaluation findings. Interpretation of the findings should be done with great caution because one cannot say with certainty if the lack of any significant pre-post change -- whether they pertain to classroom observations or classroom climate ratings -- is related to the manual or other factors.

The following recommendations are offered to improve implementation of similar projects in the future:

1. Provide longer period to implement the project which will allow for the development - review - revise - pilot sequence of activities.

2. Consider the appropriateness of the time when scheduling the piloting of any activity. The use of the second semester period to pilot the Resource Handbook (designed to promote positive classroom climate at the beginning of the schoolyear) is poorly planned.

3. Consider alternatives other than the Texas model used by this project in developing the Resource Handbook in order to make it more amenable to wider usage. The decision to follow one model -- considering the many models on classroom management that have been widely documented, limited the usability of the resulting Resource Handbook.

4. Provide continuous inservice that can serve as follow-up of teachers in the pilot testing team. Scheduling of inservice at the beginning and at the end of the piloting phase seemed inadequate for these teachers who had questions to be answered during the piloting activity. Provision of inservice to these teachers during the piloting phase will help maintain their interest in the project and will have created opportunities for staff to respond to concerns.

5. Ensure the distribution of the handbooks in the early part of the 1982-1983 school year. A delay in the district-wide distribution of this Resource Handbook will defeat the purpose of the project.

H. PROJECT PHASE-IN

1. Continuation Efforts

The Classroom Management Research Handbook will be used for district-wide staff development. Printing of 700 handbooks have been initiated and will be available for distribution to district supervisors and building principals in the immediate future. The Resource Handbook will serve as a valuable resource tool for staff development that focuses on classroom management.

There is no need to continue the project objectives because of the availability of the Resource Handbook. Staff inservice for supervisors, building principals, cluster directors and teachers will include classroom management topics, and will be the responsibility of the Department of Curriculum and Instruction. It should be noted that earlier efforts were made to provide staff

development for supervisors on classroom management during the project implementation (1981-1982), with the approval of the Ohio State Division of Planning Office. The project coordinator, Mr. Frank Theus, served as a resource to these workshops. A copy of the three-day workshop is included in Appendix N.

2. Phases to be Discontinued

The program objective and activities that were contained in the Title IV-C Classroom Management Proposal will be discontinued. Those objectives and activities were designed to allow the development and piloting of the Title IV-C Classroom Management Resource Handbook. With the completion and scheduled printing of the Handbook in its final form, there is no need to continue any of the objectives and activities in the program proposal.

3. Equipment Inventory

The following equipment was bought under Title IV-C funding:

Item	Quantity	Unit Cost	Total Cost
Book Cases	2	$ 98.60	$ 197.20
File Cabinet	2	101.20	302.40

All other equipment was provided by the district.

4. Equipment Not Required for Phase-In:

The above equipment will be utilized by currently operating federally-funded projects.

APPENDICES

Appendix A

Cleveland Public Schools

DIVISION OF PERSONNEL

Announcement of Vacancies

August 5, 1981

POSITION — CONSULTANT TEACHER

- 44-week contract
- To serve as an assistant to the project coordinator of the Title IV-C project, Classroom Management Program

QUALIFICATIONS:

1. Will be a master teacher possessing a minimum of seven years' successful classroom experience.
2. Will have completed graduate course work.
3. Will have demonstrated competency in developing curriculum materials.
4. Will have ability in directing staff activities.

JOB DESCRIPTION: This consultant teacher will work with the project coordinator in conducting orientation activities and researching and developing materials. Specific duties of the consultant teacher will include:

1. Providing on-site support to pilot-testing teachers involved in the program.
2. Observing teachers during pilot-test phase.
3. Serving as resource person at department/faculty meetings.
4. Completing all record-keeping tasks assigned by the coordinator.
5. Assisting in all revision activities.

LETTER OF APPLICATION BY AUGUST 28, 1981 TO:

David N. Cox, Assistant Superintendent
Curriculum and Instruction
Cleveland Board of Education
1380 East Sixth Street
Cleveland, Ohio 44114
(Phone: 216/574-8202)

Page 2 - Consultant Teacher

DISTRIBUTION: All schools and supplementary education facilities (for posting)
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Wanda J. Green, Associate Administrator
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Seymour Freedman, Interim Cluster Administrator
Cluster Directors

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Cleveland Public Schools
DIVISION OF PERSONNEL

Announcement of Vacancies

August 5, 1981

POSITION: PROJECT COORDINATOR (CONSULTANT TEACHER COORDINATOR)

- 44-week contract
- To serve as project coordinator for Title IV-C project, Classroom Management Program

QUALIFICATIONS:

1. Will be a master teacher possessing a minimum of ten years of teaching experience.
2. Will have a master's degree in education and graduate hours in classroom management courses.
3. Will have demonstrated competency in developing curriculum materials.
4. Will have demonstrated ability in directing a variety of staff activities.

JOB DESCRIPTION: The project coordinator will have the ultimate responsibility for directing all project activities. Specific duties of project coordinator will include the following:

1. Purchasing materials for the resource library to be used for materials development.
2. Directing the planning of specific activities and the delineation of program strategies.
3. Conducting on separate occasions an orientation session for Advisory Committee and Community Communication Council members, as well as scheduling and conducting subsequent sessions for these two groups.
4. Planning and conducting orientation sessions for MDT members, including guidelines for MDT operations.
5. Planning, supervising and assuming overall responsibility for MDT development of manual and learning package.
6. Recruiting and securing six Cleveland Public Schools and two non-public schools and 18 public and six non-public teachers to participate in the pilot-testing phase of the project.

7. Contacting, securing and planning consultant services during the development of materials and review of materials before pilot testing.

8. Planning and conducting orientation sessions for pilot-testing team.

9. Directing and supervising all revision activities.

10. Observing pilot-test teachers.

11. Overseeing the duplication and assembly of the manual and learning package for further pilot testing in the 1982-83 school year.

12. Collaborating with the project evaluator to design and implement the various evaluation and assessment instruments necessary for data collection.

13. Maintaining liaison with appropriate administrative representatives within the Cleveland Public Schools and the Cleveland Catholic Diocese.

LETTER OF APPLICATION BY AUGUST 28, 1981 TO:

David N. Cox, Assistant Superintendent
Curriculum and Instruction
Cleveland Board of Education
1380 East Sixth Street
Cleveland, Ohio 44114
(Phone: 216/574-8202)

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PETER P. CARLIN
SUPERINTENDENT

August 28, 1981

To: Mr. Vincent A. Ruscitti
Supervisor
Secondary Organization

From: David N. Cox DNC
Assistant Superintendent
Curriculum and Instruction

Re: Classroom Management Project Coordinator Appointment

Effective Monday, August 31, 1981, Mr. Frank P. Theus (17574) will be serving as the project coordinator of the Classroom Management Project (Fund 23-092). Please reassign Mr. Theus from his present assignment in the Classroom Support Program (consultant teacher) to this new project.

The project coordinator position requires a forty-week contract, the minimum differential and a four-week contract extension for summer work. You will be notified in due time of the contract extension. Please make all changes for this position to Fund 23-092, Budget 13201.

The program is tentatively scheduled to be housed in the Orchard Annex and will submit the project payroll on the Orchard faculty payroll.

DNC:dbh

xc: John Nairus
Frank Theus
Peter P. Carlin

61

13202

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PETER P. CARLIN
SUPERINTENDENT

September 3, 1981

To: Mr. Vincent A. Ruscitti
Supervisor
Secondary Organization

From: David N. Cox DNC
Assistant Superintendent
Curriculum and Instruction

Re: Classroom Management Consultant Teacher Appointment

Effective Tuesday, September 8, 1981, Mrs. Bettye Brown will be serving as the project consultant teacher of the Classroom Management Project (Fund 23-092). Please reassign Mrs. Brown from her present assignment in the Student Training Program (consultant teacher) to this new project.

The consultant teacher position requires a forty-week contract, the minimum differential and a contract extension for summer work. You will be notified in due time of the contract extension. Please make all charges for this position to Fund 23-092, Budget 13202.

The program is tentatively scheduled to be housed in the Orchard Annex and will submit the project payroll on the Orchard faculty payroll.

DNC:dbh

xc: John Nairus
Frank Theus
Peter P. Carlin

13202

50

CLEVELAND PUBLIC SCHOOLS

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September 4, 1981

PETER P. CARLIN
SUPERINTENDENT

Transfer and Change of Assignment
Project Consultant Teacher
Classroom Management Project
Orchard Annex

Mrs. Elizabeth P. Brown
3660 Lindholm
Cleveland, Ohio 44122

Dear Mrs. Brown:

This letter will serve as official notice of your transfer and change of assignment

From: Consultant Teacher - ESAA - Title IV-C
PADS - Harvard School

To: Project Consultant Teacher - 40 weeks - Differential $505
Classroom Management Project
Orchard Annex

Effective: September 8, 1981

Best wishes for success and satisfaction in your new assignment.

Very truly yours,

Vincent A. Rascitti
Supervisor of Organization
Secondary Schools

VAR:aj

Copies to:
Mr. David Cox
Dr. John Nairus
Mr. Frank Theus
Mrs. Norma Tarr
Miss Ruth Irion
Mrs. M. Sheehan
Division of Personnel

Fund #23
Budget #13202

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PETER P. CARLIN
SUPERINTENDENT

September 8, 1981

To: Mr. James J. Fallon

From: Frank Theus, Classroom Management Project FT

Re: Full-time Clerk/typist

The newly funded Title IV-C Classroom Management Project (23-092) is in need of a full-time clerk/typist. The following qualifications are required:

* type a minimum of 50 words per minute and prepare copy for publication
* maintain project files
* answer the telephone and relay messages
* type all correspondence and data files
* prepare and duplicate materials

This position is a 44-week position with $10,300 allotted in the budget line item(13214). The Project will be housed at the Orchard Annex-110, 4200 Bailey Avenue and will not involve contact with students. Please contact me at 631-2052 to set up interviews for prospective candidates.

Thank you for all your help.

xc: David N. Cox

CLEVELAND PUBLIC SCHOOLS
1380 East Sixth Street • Cleveland, Ohio 44114 • Telephone 696-2929

JOHN E. GALLAGHER
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KENNETH F. SEMINATORE
JAMES P. SWEENEY
LULA D. WADE

PETER P. CARLIN
SUPERINTENDENT

September 30, 1981

Dear

Thank you for agreeing to serve as a member of the Materials Development Team, Title IV-C Classroom Management Program.

The project will develop resource materials for elementary and secondary teachers which incorporate ideas from the most effective models of classroom management. The major goal for the project will be to provide teachers with resources designed to help them organize and manage their classrooms more effectively.

The resource materials developed by the project will relate to the following topics:

- Identifying a wide range of effective organizational and management techniques
- Improving classroom climate
- Improving student attitudes and attendance
- Expanding teacher competence in organizing and managing their classrooms.

Shortly, Mr. Frank Theus, Program Coordinater, will be sending you further information concerning the workshop site, parking and other necessary information.

Thank you again for your support in this effort.

Sincerely yours,

David N. Cox

David N. Cox
Assistant Superintendent
Curriculum Instruction

xc: Frank P. Theus

Appendix B

CLEVELAND PUBLIC SCHOOLS
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JAMES P. SWEENEY
LULA D. WADE

PETER P. CARLIN
SUPERINTENDENT

September 30,1981

Dear

In accordance with ESA Title IV-C guidelines a Community Communications Committee and an Advisory Council must be formed for the Title IV-C Classroom Management Program. The program is sponsored by the Cleveland Public Schools and funded by the Ohio State Department of Education. The enclosed data will provide you with a brief overview of the program and the roles and responsibilities of each committee.

We are pleased that you will be able to serve on the Advisory Council as we need persons committed to the ideal of "Working Together Towards Excellence" in order to provide an educational setting that will enhance the progress of the students in the Cleveland Public Schools.

Please complete the attached information sheet and return it on or before October 7, 1981. The selection of a meeting site and establishment of a calendar will be based on the information you provide us. It is our intent to provide a time and place that will be convenient for all involved. If you would like more information contact us at Orchard Annex 651-1355.

Your attention to this matter will be greatly appreciated.

Sincerely,
Frank Theus
Elizabeth E. Brown
Classroom Management Program

EB/jm

Enclosures

xc: David Cox

ACKNOWLEDGEMENTS

Ronald Tyrrell, Cleveland State University

Gerald Jorgenson, John Carroll University

COET Project University of Texas, Austin

ADVISORY COMMITTEE

Mr. Isaac Hamilton
Supervisor
Health, Family Life And
Safety Education
Room 400 - Headquarters

Mrs. Estelle Holmes
Director
Educational Media Services
Room 308 - Woodhill-Quincy

Dr. Robert H. MacNaughton
Center For Productive
Discipline
Cleveland State University
UT 1353
Cleveland, Ohio 44115

Mrs. Elizabeth Mason
Parent
9924 Bessemer
Cleveland, Ohio 44104

Mrs. Teacola Offutt
Principal
Orchard Elementary

Mr. Bryan Powers
Consultant Teacher, Science
Room 400 - Headquarters

Miss Mary Stokes
Principal
Charles W. Eliot

Mrs. Ann Wacker
Assistant Supervisor
Reading, Language Arts
Room 221 - Headquarters

Mr. Michael Voinovich
Director
Special Education
Room 600 - Headquarters

COMMUNITY COMMUNICATIONS COUNCIL

Cindy Bricker
Special Projects
Child Guidance Center

Mrs. Helena S. Haney
Parent
Kennedy/Marshall Cluster

Dr. Warren C. Hill
Clergy
Mt. Pleasant United
Methodist Church
3232 East 128th Street

Bradley McDonald
Program Coordinator
Black Focus
4115 Bridge Ave.

Anthony H. Thomas
Staff Associate
The Citizens' Council for
Ohio Schools
451 Arcade

ADVISORY COUNCIL INFORMATION SHEET

NAME_____

ADDRESS_____

TELEPHONE (HOME)_____

POSITION_____

OFFICE LOCATION_____

TELEPHONE (OFFICE)_____

Meeting Preference:

1. DAY:_____

   _____

   _____

   (Indicate 1st, 2nd, 3rd choice)

2. TIME: A.M.

   P.M.

   (Circle one)

3. If no preference check here_____.

Please return this response sheet on or before October 7, 1981, to

Classroom Management Program
Room 110A
Orchard Annex
4200 Bailey
Cleveland, Ohio 44113

Appendix C

8:30A.M. - 3:30P.M.
Cleveland State University
Room 314 MC

Presenters
E. Brown
F. Theus

CLASSROOM MANAGEMENT PROGRAM
MATERIALS DEVELOPMENT TEAM

A G E N D A

October 10, 1981

I. ICE BREAKER - GET ACQUAINTED

II. ORIENTATION - HOUSEKEEPING

III. CLASSROOM MANAGEMENT PROGRAM - TITLE IV-C

IV. CLASSROOM MANAGEMENT - THE CONCEPT

V. LUNCH

VI. CLASSROOM MANAGEMENT - THE STYLES

VII. SUMMARY - REACTION SHEETS - PREVIEW

ORKSHOP GOALS: TO BECOME AWARE OF THE CLASSROOM MANAGEMENT PROGRAM AND THE DIMENSIONS OF CLASSROOM MANAGEMENT

8:30A.M. - 3:30P.M.
Cleveland State University
Room 317

Presenters
E. Brown
F. Theus

TITLE IV-C
CLASSROOM MANAGEMENT PROGRAM
MATERIALS DEVELOPMENT TEAM

A G E N D A

October 17, 1981

I. TEAM BUILDING ACTIVITY

II. OVERVIEW - HOUSEKEEPING

III. MANAGERIAL STYLES

IV. TEACHER EFFECTIVENESS / COET

LUNCH

V. CLASSROOM MANAGEMENT - THE HANDBOOK FORMAT

VI. SUMMARY - REACTION SHEETS - PREVIEW

WORKSHOP GOAL: TO BECOME ACQUAINTED WITH TEACHER EFFECTIVENESS RESEARCH AND THE TITLE IV-C CLASSROOM MANAGEMENT HANDBOOK FORMAT.

CLEVELAND PUBLIC SCHOOLS
1380 East Sixth Street • Cleveland, Ohio 44114 • Telephone 696-2929

JOHN E. GALLAGHER
PRESIDENT
BERTHINA E. PALMER
VICE PRESIDENT
JOSEPH M. GALLAGHER
JAMES E. O'MEARA
KENNETH F. SEMINATORE
JAMES P. SWEENEY
LULA D. WADE

PETER P. CARLIN
SUPERINTENDENT

October 1, 1981

To: Materials Development Team

From: Frank Theus, Classroom Management Program
Betty Brown, Classroom Management Program

Re: Materials Development Workshop Schedule/Information

I: DATES:

Saturday	Saturday
October 10, 1981 *	November 7, 1981
17, 1981 *	14, 1981
24, 1981	21, 1981
31, 1981	

II: TIME: 8:30 am - 3:30 pm

III: LOCATION: CLEVELAND STATE UNIVERSITY
1983 East 24th
Cleveland, Ohio 44115
(Room 317 Main Classroom Building)

IV: PARKING: FREE - See Map For Parking Locations

V: LUNCH: ON YOUR OWN

Thank you again for agreeing to serve on this team. We are looking forward to seeing you October 10, 1981. If there are any questions please contact us at:

Orchard Annex
4200 Bailey Ave.
Cleveland, Ohio 44113

Telephone: 651-1355

xc: David N. Cox

* October 10 & 17, Orientation Workshop

8:30 A.M. - 12:30 P.M.
Cleveland State University
Room 412 MC

Presenters:
Frank Theus
Ofelia Halasa

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM
Pilot Testing

A G E N D A
June 5, 1982

I. Registration/Refreshments

II. Introductions

III. Project Evaluation

B R E A K

IV. Small Group Task

V. Wrap-Up

Appendix D

PLEASE POST

Title IV - C

CLASSROOM MANAGEMENT PROGRAM

Join an Idea Exchange!!

The Classroom Organization and Effective Teaching Project *(COET) has found that effective classroom managers do the following:

1) PLAN CLASSROOM PROCEDURES AND RULES CAREFULLY AND IN DETAIL

2) SYSTEMATICALLY TEACH STUDENTS PROCEDURES AND EXPECTED BEHAVIORS

3) MONITOR STUDENT WORK AND BEHAVIOR CLOSELY

4) DEAL WITH INAPPROPRIATE BEHAVIOR QUICKLY AND CONSISTENTLY

5) ORGANIZE INSTRUCTION TO MAXIMIZE STUDENT TASK ENGAGEMENT AND SUCCESS

6) COMMUNICATE DIRECTIONS AND EXPECTATIONS CLEARLY

*C O E T
Classroom Organization And Effective Teaching - University of Texas (Austin), 1981.

Join an idea exchange and send in your ideas and samples of things that have worked for you.

Thank you for your help in this effort.

Bettye Brown
Frank Theus
Materials Development Team

ORCHARD SCHOOL ANNEX
ROOM - 110A

For further information call 651-1355.

Approved:

Seymour Freedman
Associate Administrator
Cluster Management

David N. Cox
Assistant Superintendent
Curriculum and Instruction

Appendix E

STATEMENT FOR PAYMENT TO INDIVIDUAL
ON DIRECT PAYMENT

NAME Dr. Ronald Tyrrell

STREET ADDRESS 16000 Terrace Road #2310

CITY, STATE East Cleveland, Ohio

ZIP CODE 44112 SOCIAL SECURITY NUMBER 287-26-9176

Description of Services Rendered:

Provide input for the Classroom Management Resource Handbook Rating Instrument.
Provide ratings of the Classroom Management Resource Handbook utilizing the rating instrument.
Act as a consultant to orient the pilot testing team.

I hereby certify that the above services for which payment is requested have been rendered on days or at times which do not duplicate, in whole or in part, payment by any other state or public agency.

X Signed Ronald Tyrrell

Resolution No. 7-81 Date 11-30-81 Fund 23-092 Budget (01024101) 13248

Agreement No. 258
(Assigned by Treasurer's Office)

David N. Cox
Department Supervisor

Project Classroom Management
Title IV-C 0008-4C-82-D-1

CONSULTANT AGREEMENT

This agreement between Dr. Ronald Tyrrell hereinafter referred to as the Consultant and the BOARD OF EDUCATION OF THE CLEVELAND CITY SCHOOL DISTRICT, 1380 East Sixth Street, Cleveland, Ohio, 44114, hereinafter referred to as the Board, is made for the purpose of providing services for the Title IV-C CLASSROOM MANAGEMENT PROGRAM

WITNESSETH

That the Consultant, for and in consideration of the sum of Three Hundred And Fifty Dollars ($350.00), does agree to provide to the Board the following services in accordance with any specifications set forth:

Provide input for the Classroom Management Resource Handbook Rating Instrument.
Provide ratings of the Classroom Management Resource Handbook utilizing the rating instrument.
Act as a consultant to orient the pilot testing team.
All services to be completed by January 31, 1982.

The Consultant also certifies that the above services for which payment is requested will be rendered on days or at times which do not duplicate, in whole or in part, payment by any other state or public agency.

And that the Board agrees to pay to the Consultant the sum set forth above, plus reasonable expenses, upon presentation of an invoice setting forth the services performed to date and their related expenses.

In witness whereof the parties have hereunto set their hand this Thirtieth day of November, 1981.

Consultant:

By Ronald Tyrrell

ADDRESS 16000 Terrace Road

Cleveland, Ohio 44112 #2310

SOCIAL SECURITY # 287-26-9176

The Board of Education of the
Cleveland City School District

By Frank Theus, Coordinator

Title Superintendent/Assistant Superintendent

Certification: I certify that money requested for the payment of this agreement has been budgeted for such purposes and is in the treasury or in the process of collection to the credit of the fund free from any previous encumbrances.

Date

Paul Yanchar
Treasurer

Approved on behalf of the Superintendent of Instruction

By Robert B. Lawrence

Complete Name, Address and Social Security Number of Consultant needed.

STATEMENT FOR PAYMENT TO INDIVIDUAL
ON DIRECT PAYMENT

NAME Dr. Gerald Jorgensen

STREET ADDRESS 18320 Scottsdale Blvd.

CITY, STATE Shaker Hts., Ohio

ZIP CODE 44122 SOCIAL SECURITY NUMBER 475-46-1962

Description of Services Rendered:

Provide input for the Classroom Management Resource Handbook Rating Instrument.
Provide ratings of the Classroom Management Resource Handbook utilizing the rating instrument.
Act as a consultant to orient the pilot testing team.

I hereby certify that the above services for which payment is requested have been rendered on days or at times which do not duplicate, in whole or in part, payment by any other state or public agency.

Signed Gerald Jorgensen

(01024101)

69

Resolution No. 7-81 Date 11-30-81 Fund 23-092 Budget 13248

Agreement No. 259
(Assigned by Treasurer's Office)

David N. Cox
Department Supervisor

Project Classroom Management
Title IV-C 0008-4C-82-D-1

CONSULTANT AGREEMENT

This agreement between Dr. Gerald Jorgensen hereinafter referred to as the Consultant and the BOARD OF EDUCATION OF THE CLEVELAND CITY SCHOOL DISTRICT, 1380 East Sixth Street, Cleveland, Ohio, 44114, hereinafter referred to as the Board, is made for the purpose of providing services for the Title IV-C CLASSROOM MANAGEMENT PROGRAM

WITNESSETH

That the Consultant, for and in consideration of the sum of Three Hundred And Fifty Dollars ($ 350.00), does agree to provide to the Board the following services in accordance with any specifications set forth:

Provide input for the Classroom Management Resource Handbook Rating Instrument.
Provide ratings of the Classroom Management Resource Handbook utilizing the rating instrument.
Act as a consultant to orient the pilot testing team.
All services to be completed by January 31, 1982.

The Consultant also certifies that the above services for which payment is requested will be rendered on days or at times which do not duplicate, in whole or in part, payment by any other state or public agency.

And that the Board agrees to pay to the Consultant the sum set forth above, plus reasonable expenses, upon presentation of an invoice setting forth the services performed to date and their related expenses.

In witness whereof the parties have hereunto set their hand this Thirtieth day of November, 19 81.

Consultant:

By Gerald Jorgensen

ADDRESS 18320 Scottsdale Blvd.
Shaker Hts., Ohio 44122

SOCIAL SECURITY # 475-46-1962

The Board of Education of the
Cleveland City School District

By [signature]

Title ~~Superintendent~~/Assistant Superintendent

Certification: I certify that money requested for the payment of this agreement has been budgeted for such purposes and is in the treasury or in the process of collection to the credit of the fund free from any previous encumbrances.

Date

Paul Vaubin
Treasurer

~~Signed on behalf of the Superintendent of~~
Public Instruction

By Gerald Bauma

* Complete Name, Address and Social Security Number of Consultant needed.

81

Appendix F

REVIEW OF CLASSROOM MANAGEMENT RESOURCE HANDBOOK
TITLE IV-C CLASSROOM MANAGEMENT PROGRAM
1981-1982

Consultants

Prof. Ronald Terrell
Cleveland State University

Prof. Gerald Jorgenson
John Carroll University

Instructions

- Completion of rating forms will be done during the week of January 18, 1982.
- Each consultant will complete a rating form on each unit of the Elementary and Secondary components of the Classroom Management Resource Handbook. A total of 8 unit rating forms will be completed by each consultant: 4 rating forms the elementary and 4 rating forms for the Secondary.
- Each consultant will complete one summary rating form for the Resource Handbook.
- Completed rating forms and other materials should be returned on or before January 22, 1982 to:

Dr. Ofelia Halasa, Room 600 S
Research, Development and Evaluation
Cleveland, Public Schools,
1380 East Sixth Street
Cleveland, Ohio 44114.

CLASSROOM MANAGEMENT RESOURCE HANDBOOK RATING FORM
TITLE IV-C CLASSROOM MANAGEMENT PROGRAM
1981-1982

Summary of Ratings of Resource Handbook
by Consultants (N=2)

Frank Theus
Program Manager

Ofelia Halasa
Evaluator

Research, Development & Evaluation
CLEVELAND PUBLIC SCHOOLS

TITLE IV-C CLASSROOM MANAGEMENT

RESOURCE HANDBOOK

Consultant _____ Date of Review _____ Unit: Elementary: I II III IV
Secondary: I II III IV
(Circle appropriate unit)

Instructions: Based upon your review of the contents of this unit, indicate your response to each of the statements below. Read each statement, then circle the one appropriate rating adjacent to each statement. Ratings are based on a 5-point scale, with 5 indicating the HIGH (most positive) rating and 1 indicating LOW (most negative) rating. Rating of 3 indicates the MEDIUM or average category along each continum. If statement is not applicable mark the space under NA (not applicable). However, indicate WHY it is not applicable in the Comments section. The Comments section may be used to indicate the basis of your ratings and to provide some suggestions for improving the unit of the handbook under reviews.

Mean ratings for four (I, II, III and IV) units of the Elementary (E) and Secondary (S) Handbooks are indicated below by unit by educational level.

	Statement	Rating H* M* L* NA	Comments
#1	Rationale and Objectives in this unit are clearly stated. They are clearly related to a management task in the classroom. Average, (E) = 2.9, Medium Average, (S) = 2.9, Medium	5 4 3 2 1 EI = 3.0 SI = 3.0 EII = 2.5 SII = 2.5 EIII = 3.0 SIII = 3.0 EIV = 3.0 SIV = 3.0	(E) They may not be needed.[4] Edit the rationale to personalize it.[3] Objectives are assumed. Rationale should be expanded.[1] The basic question is whether objectives are needed.[3] Perhap teachers can respond more appropriately to the present, format/activities presentation.[1] ** +
#2	Directions to the teacher for implementing unit activities are clearly stated. Average, (E) = 4.0, Medium - High Average, (S) = 3.8, Medium - High	5 4 3 2 1 EI = 4.0 SI = 3.5 EII = 4.0 SII = 3.5 EIII = 4.0 SIII = 4.0 EIV = 4.0 SIV = 4.0	(E) They may not be needed. Edit the rationale to personalize it. Objections are assumed. Rationale should be expanded. By and large clear. I think many directions are repetitious, redundant and obvious.[1] ** +
#3	Activities in this unit are clearly presented and are easy to understand. They clearly describe what the teacher needs to do to manage a class. Average, (E) = 4.3, Medium - High Average, (S) = 4.25, Medium - High	5 4 3 2 1 EI = 4.5 SI = 4.5 EII = 4.0 SII = 4.0 EIII = 4.5 SIII = 4.5 EIV = 4.5 SIV = 4.0	(E) I found some of the activities redundant especially at end of unit.[4] Cut some and include a section on "where to get more ideas" A list of additional resources. I liked many of the activities. Not really a "manage" area. These are "getting ready" activities, and they will present management problems.[1] ** +

H* - High, M* - Medium, L* - Low + 4 = IV, 3 = III, 2 = II, 1 = I **For Secondary Comments See Attached Sheet

	Statement	Rating H* M* L* NA	Comments
#4	Activities included in this unit are directly related to the objective(s) of this unit and should be adequate for management task under consideration. Average (E) = 3.8, Medium-High Average (S) = 4.0, Medium-High	5 4 3 2 1 EI = I* SI = I* EII = 4.5 SII = 3.5 EIII = 4.0 SIII = 4.0 EIV = 3.5 SIV = 4.0	(E) A 10 seems very indirect. Teaches indirectness. I like a more assortive approach.[4] Need some of the material for secondary area. Objective is to establish rules & procedures. The directions are in line with the general objective. There are no objectives, as objectives are conventionally understood, for this unit. If "Ready" is an objective, then the unit would get a "5" rating I** +
#5	Activities in this unit are practical enough and can be easily implemented by the classroom teacher with little or no experience. Average (E) - 4.4, Medium - High Average (S) - 4.4, Medium - High	5 4 3 2 1 EI = 5.0 SI = 5.0 EII = 4.0 SII = 4.0 EIII = 4.5 SIII = 5.0 EIV = 4.0 SIV 3.5	(E) I'm concerned about A 7 "The cut pass." I think it infringes on the rights of others. A2, A3, A4, A5 etc. are necessary and important. [4] I have made comments on the manuscript for improvements.2 ** +
#6	The activities in this unit are logically arranged. Average (E) - 3.8, Medium - High Average (S) - 4.0, Medium - High	5 4 3 2 1 EI = 3.5 SI = 4.5 EII = 4.5 SII = 4.0 EIII = 3.5 SIII = 3.5 EIV = I* SIV = 4.0	(E) I would move A5 to A4 following A3. [4] There may be a clearer demarcation between what the teacher communicates to parents, and what actual teaching procedure takes place. Some "activities" are background, some are teaching procedures, some are ways to communicate to teachers and students.[3] There is some confusion about what sould be first, etc. There may be no "logical" arrangement in the conventional sense.[2] The ones included are appropriate ** +
#7	The activities included in this unit are adaptable for most school setting, e.g. rural, suburban/urban integrated, etc. Average (E) - 4.4, Medium - High Average (S) - 4.4, Medium - High	5 4 3 2 1 EI = 4.0 SI = 4.5 EII = 4.5 SII = 4.0 EIII = 4.5 SIII = 4.5 EIV = 4.5 SIV = 4.5	(E) This is a hard question to answer. I think so. 1 ** +
#8	Activities included in this unit are practical enough and can easily implemented by the experience classroom teacher. Average (E) - 4.5, Medium - High Average (S) - 4.1, Medium - High	5 4 3 2 1 EI = 5.0 SI = 5.0 EII = 4.0 SII = 4.5 EIII = 4.5 SIII = 4.5 EIV = 4.5 SIV = 2.5	(E) I'm concerned about A8. I'm worried that when kid finds out he's driving me nuts he'll really go to work on me.4 Many activities are tough to do in reality or teachers would do them. Forming a good rule or good consequences requires lots of thought. 2 ** +

H* - High, M* - Medium, L* - Low

I* Incomplete, one consultant give a "4" rating; the other marked NA.

** For Secondary Comments See Attached Sheet

+ 4 = IV, 3 = III, 2 = II, 1 = I

	Statement	Rating H* M* L* NA	Comments
#9	Layout of this unit is presented in an interesting and appealing format for the classroom teacher. Average (E) = 4.25, High Average (S) = 4.1, High	5 4 3 2 1 EI = 4.0 SI = 4.0 EII = 4.5 SII = 3.5 EIII = 4.0 SIII = 4.5 EIV = 4.5 SIV = 4.5	(E)The activities seem fun.[4] As a teacher I would have been delighted with the format. Some aspects seem to be unnecessary (the boxed directions, for example.) There is also quite a lot dependent on the sequence of activities.[1] ** +
#10	Activities included in this unit are Comprehensive enough to meet teacher needs for the management task under consideration. Average (E) = 4.3, High Average (S) = 4.5, High	5 4 3 2 1 EI = 4.5 SI = [illegible] EII = 4.5 SII = [illegible] EIII = 4.5 SIII = 4.5 EIV = 4.0 SIV = 5.0	(E) Need some secondary activities, perhaps.[4] ** +
#11	Organization of the content of this unit are logically arranged. Average (E) = 3.8, Medium - High Average (S) = 4.0, Medium - High	5 4 3 2 1 EI = 3.5 SI = 4.0 EII = 4.5 SII = 4.5 EIII = 3.5 SIII = 3.5 EIV = I* SIV = 4.0	(E) Logical as far as it goes. Doesn't require a "1" thru "2" then "s" approach, etc.[4] There is no logic apparent.[3] Again, there can be discussion about what is meant by "logical". A rationale section, explaining how the unit is arranged, would help define why the material is arranged as it is.[2] It seemed so to me.[1] A teacher will pick up the material and expect to go through it 1-2-3-4---12. However, teachers may in fact, "shop around", and use any material/activity they wish. Perhaps the numbering system can be eliminated.[1] ** +

H* - High, M* - Medium, L* - Low

I* Incomplete: Rating of "4" by one consultant; NA by another consultant.

**For Secondary Comments See Attached Sheet

+ 4 = IV, 3 = III, 2 = II, 1 = I

Secondary

Comments

Statement #1. While clearly stated, I think it should be personalized.[2] & [1] No objectives stated. They (or it) are assumed. The rating may be NA, since if the objectives are assumed they may not have to be stated.[1] The section needs a rationale. Why is this section included? Why are "logical consequences" included? They may not be needed.[4] *

Statement #2. Redundant, repetitious, obvious.[2] There is some confusion over just what rationale could be used to make appropriate checks, and what criteria should be used for teacher comments. [1] The unit includes quite a bit of material intended to influence the teacher: difference between punishment and logical consequences. These aren't activities per se.[2] They are nicely done, and clear. If, of course, you agree with the approach![4] *

Statement #3. A good balance of activities. The materials are pre-management. They may lead to effective management.[1] Activity 4,5,7 needs total revision. I really mean elimination. Ideal good, example misses the mark.[2] A 2 seems very complex. Discard or shorten/ simplify considerably.[4] *

Statement #4. There are no stated objectives in the unit.[1] Because of my reservations re: activities 4,5,7, I don't see them as adequate.[2] There may be too many similar activites in this unit. I'd cut a few. Objectives not stated. In a general way the activities are related to the assumed objectives.[3] Low on objectives, but good activities.[4] *

Statement #5. Because of my reservations re: activities 4,5,7 I don't see them as adequate. Assuming that the teacher buys the point-of-view implicit in the materials.[2] Some difficult stuff.[4] A7 part 2 needs possible solutions for new teacher to check and get feedback. A8 could be helped with a sample Glasser contract. A9 goes nowhere.[4] *

Statement #6. There is no logical arrangement that is obvious.[3] As logical as they have to be.[4] *

Statement #7. None.

Statement #8. The experienced teacher is probably doing most of these things already.[1] A12 See suggestions on MS.[4] A11 is too large. A14 is too long either one or the other or put in something different to compliment the other. A15 seems vague. I'm not sure when or how to use it.[4] *

Statement #9. Very appealing. The material is draft forward. "Appealing" is irrelevant.[1] The statement may be irrelevant.[2] There are a number of interesting activities included.[3] *

Statement #10. Given the nature of secondary schools, the authors have many ideas. I suggest that some of the ideas from Elem. be adapted.[1] The pre-management tasks. Much more needed on teaching plan for rules, procedures, consequences.[2] *

Statement #11. There is much more teachers can plan to do to get to know their kids and to utilize spaces.[1] As was stated before, if the teachers accepts the point of view everything else falls into place.[2] There is no logical sequential arrangment of the activities that is apparent.[3] *

* 4 = IV, 3 = III, 2 = II, 1 = I

SUMMARY OF MEAN RATINGS (2/82)

TITLE IV-C CLASSROOM MANAGEMENT

Resource Handbook Review Ratings

Instructions: Below is a series of statements which describe different criteria on which the Resource Handbook manual can be rated. Each statement is accompanied by a rating scale. Read each statement and circle the number on the scale which best describes the degree to which the Handbook as a whole meets the criterion defined in the statement. When making your ratings, please reconsider the purpose of the Handbook and the audience for whom it is designed.

STATEMENT	Rating: High		Medium		Low
1. In general, the format of the Handbook facilitates its goal as a resource to support management skills of classroom teachers.	5	4	3	2	1
	$\bar{X}$ = 4.5				
2. The different sections of the Handbook fit together into a cohesive whole. The manual flows well.	5	4	3	2	1
	$\bar{X}$ = 3.5				
3. Given the purpose of the Handbook and the audience for whom it is intended, the coverage on classroom management is adequate and appropriate.	5	4	3	2	1
	$\bar{X}$ = 4.5				
4. Overall, the Handbook provides classroom teachers with a useful and practical guide for dealing with management concerns.	5	4	3	2	1
	$\bar{X}$ = 4.5				
5. The average classroom teacher will be able to work through the manual successfully with minimal assistance from the outside.	5	4	3	2	1
	$\bar{X}$ = 3.5				
6. Overall, this Handbook has quality.	5	4	3	2	1
	$\bar{X}$ = 4.5				
7. This Handbook has a potential for enhancing management skills	5	4	3	2	1
	$\bar{X}$ = 5.0				

Ratings were based on ratings for the entire Handbook

. List one-two outstanding features.

"The Handbook is practical. Its' focus is upon helping the teacher to become more "planful." It helps to break the tasks down into meaningful and manageable steps. A teacher using the suggestions should experience a number of successes. By and large it is very positive. It shows respect for teachers and respects kids."

"The comprehensiveness of the suggestions: The material will help the teacher get through the details of preparation. The quality of some of the activities. The reader will say "Aha! That's for me!" from time to time."

. List one-two features that can be improved/modified.

"The total package is somewhat forbidding and dense. Will a teacher be able to pick it up and easily work through it? The teachers must feel that the manual is a painless assistance, as they might not be willing to use it."

"The rationales and directions could be improved. Some of the activities could be eliminated where redundant. A section dealing with "where to get more help..." could be added.

. List recommendations to improve the Handbook so it will have greater value for the classroom teacher.

"Detailed suggestions and comments are made on the rough draft copy. In general:

--Smooth out transitions, particularly Elementary and Secondary sections.

--Improve accessibility for classroom teachers.

--Decide on sequencing questions in individual units.

Appendix G

PLEASE POST

Title IV - C
CLASSROOM MANAGEMENT PROGRAM
Join an Idea Exchange!!

"Now that's what I call a well taught lesson!"

- ▶ **WHAT IS CLASSROOM MANAGEMENT?**
- ▶ **DO YOU KNOW ENOUGH ABOUT CLASSROOM MANAGEMENT?**
- ▶ **ARE YOU LOOKING FOR STRATEGIES TO ENHANCE YOUR MANAGEMENT SYSTEM?**

VOLUNTEER: PARTICIPATE IN TRYING OUT A CLASSROOM MANAGEMENT RESOURCE HANDBOOK.

For further information and/or an application, contact one of the following individuals before January 8, 1982:

Ofelia Halasa
Room 600 Headquarters
574-8393

Frank Theus/Bettye Brown
Room 110A Orchard School Annex
651-1355

Thank you for your help in this effort.

Approved:

Seymour Freedman
Associate Administrator
Cluster Management

David N. Cox
Assistant Superintendent
Curriculum and Instruction

LISTING OF EXPERIMENTAL AND CONTROL TEACHERS *

PRIMARY

Experimental

Hanks, Harriet (P)
P. Dunbar

Johnson, Jessie L. (P)
Walton

Liebenauer, Patricia (P)
M. Standish

Mosely, Valarie (P)
Riverside

Murphy, Beverly (P)
P. Dunbar

Eppich, Sr. Barbara (NP)
St. Leo's

Control

Barker, Lois (P)
Verda Brobst

Hardwick, Linda (P)
H. Rice

Myers, Barbara (P)
Capt. A. Roth

Toles, Leola (P)
H. Rice

Watson, Georgette (P)
W.C. Bryant

Armstrong, Marianne (NP)
St. Leo's

ELEMENTARY

Experimental

Addis, Ruth (P)
Gordon

Fircz, John (P)
Orchard

* Original list was reduced considerably as experimental and control teachers dropped out of the project.

Elementary
Experimental (Cont)
Page 2

Katz, Belinda E. deSauze	(P)
Smith, Virginia Milford	(P)
Thomas, Jayne Warner	(P)
Wilson, Ima B. Warner	(P)
Donelon, Joanne St. Leo's	(NP)
Kosoglov, Mary Immac. Concept.	(NP)
Mays, Charles St. Leo's	(NP)
Zaferopolos, Eileen St. Leo's	(NP)

Control

French, Marie McKinley	(P)
Gulley, Tommye Walton	(P)
Henry, Rubye Warner	(P)
Herron, Harold Orchard	(P)
Iafeliece, Charlotte Paul Revere	(P)
Prather, Joethel Orchard	(P)
Kolasinski, Mary Kay St. Leo's	(NP)
Pittinger, Mary Immac. Concept.	(NP)
Rudman, Corinne A. St. Leo's	(NP)

SECONDARY

Experimental

Frisch, Sarah (P)
Glenville-English

Hayes, Edna (P)
Nathan Hale (H.E.)

Houser, Lillian (P)
John Hay-Science

Hunte, Ruth (P)
F.E. Roosevelt-Science

Lennox, Floyd (P)
Empire

Oliverio, Robert (P)
East-Amer. History

Rock, Rochelle (P)
Empire-7th

Wynn, Douglas (P)
Jane Addams

Mahoney, Margaret (NP)
Immac. Concept.

Control

Boyce, Vera (N)
Aviation-High LAB

Lane, John (N)
A B. Hart

Oprian, Dallas (N)
Empire

Fasciano, Michael (NP)
St. Leo's

Phillips, Sr. Marice (NP)
Immac. Concept.

Appendix H

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM
CLASSROOM OBSERVATION INSTRUMENT

PRIMARY - ELEMENTARY

DEPARTMENT OF RESEARCH, DEVELOPMENT & EVALUATION

CLEVELAND PUBLIC SCHOOLS

FEBRUARY, 1982

CLASS INFORMATION SHEET

PRIMARY/ELEMENTARY

Ask the teacher for the information requested on this page before you begin observation. This information is an essential part of the observation process. It is important that you complete this information sheet. CARD 1

Observers: 2 Date & Time: Pre: February 1982 Post: May, 1982

School Code: ☐☐☐ School Name: _____

11 Schools (2 non-public, 9 public)

Circle appropriate grade level: 01 Grade 1 02 Grade 2 03 Grade 3 04 Grade 4 05 Grade 5 06 Grade 6 07 Grade 7 08 Grade 8 09 Grade 9 10 Grade 10 11 Grade 11 12 Grade 12 00 Kindergarten

Indicate subject area lesson at time of observation by circling the appropriate subject area:

6 (40%)	Reading/Language Arts/English	___	Science
3 (20%)	Math/Arithmetic	___	Foreign Language
3 (20%)	Social Studies	___	Vocational Class
___	History/Government	___	Home Economics
		3 (20%)	Other (Indicate) _____

Indicate the number of pupils/students in class: Range: 11 - 38 Median: 24

Race of Teacher: (Circle one) 6 (40%) Black 9 (60%) Non-Black

Sex: (Circle one) 2 (13%) Male 13 (87%) Female

Indicate no. of years teaching: Range: 1 yr. to 29 yrs. Median: 15 yrs.

Indicate no. of years teaching in the CPS or Diocesan Schools: Range: 1 yr. to 29 yrs. Median: 12 yrs.

Circle appropriate response: (Circle one) 13 (87%) Public School 2 (13%) Non-Public School

B. Unit I, "READYING"

Directions: During the classroom observation, indicate the degree of evidence of "READYING" procedures, consistent with described activities in the Handbook. Provide the information below by circling the appropriate response. If the indicated activity is not demonstrated, do not mark; do not circle any response.

	Mean Per Cent		
	Pre $\bar{X}$	Post $\bar{X}$	t
(21) Use of a classroom checklist.	50%	75%	1.00
(22) Use of wall space for functional purpose.	87%	100%	1.00
(23) Classroom arrangement appropriate for management.	88%	100%	1.00
(24) Use of different checklists to provide effective management practices.	63%	75%	1.00
(25) Evidence of a staff/building reference list.	88%	100%	1.00
(26) Evidence of other records (students information forms, attendance board, class roster, master list etc.) to facilitate management practices.	88%	100%	1.00
General $\bar{X}$	77%	91%	1.37

Comments: _____

C. Unit II, RULES AND PROCEDURES

Directions: During the classroom observation, indicate the degree of evidence of rules and procedures, consistent with described activities in the Handbook. Provide the information below by circling the appropriate response. If the indicated activity is not demonstrated, do not mark; do not circle any response.

	Mean Per Cent		
	Pre $\bar{X}$	Post $\bar{X}$	t
(31) Evidence of guidelines for rules.	63%	100%	2.05*
(32) Visible display of rules for pupils to follow.	75%	63%	.55
(33) Demonstrated evidence of understanding rules among pupils.	100%	100%	--
(34) Interaction of learning rules with presentation of lessons.	75%	100%	1.53
(35) Use of procedures to implement rules consistent with effective management techniques.	75%	88%	1.00
(36) Evidence of articulation of/or follow-through with consequence.	38%	63%	1.00
(37) Evidence of use of verbal reinforcement.	100%	100%	--
(38) Evidence of use of non-verbal reinforcement.	38%	50%	.42
(39) Evidence of use of physical punishment.	-	-	--
General $\bar{X}$	63%	74%	1.21

Comments: _____

* $p < .05$

D. Unit III, ACTION PLAN

Directions: During the the observation, indicate the degree of evidence of the following activities, consistent with Action Plan activities in the Handbook. Provide the information below by circling the appropriate response.
If the indicated activity is not demonstrated, do not mark; do not circle any response.

Activity	Mean Per Cent Pre $\bar{X}$	Post $\bar{X}$	t
(41) Evidence of class organization based on objective data; e.g. class roster, seating plan.	88%	100%	1.00
(42) Evidence of application of appropriate techniques dealing with class interpretation.	88%	63%	1.00
(43) Evidence of "practice" for students to learn rules.	63%	63%	--
(44) Evidence of recognition of pupils' "good works" through public display.	100%	100%	--
(45) Implementation of activities to help pupils get to know each other based on objective evidence.	50%	75%	.55
(46) Evidence of activities to assist teachers in getting more information about different pupils.	63%	75%	-.55
(47) Demonstrated meaningful use of time.	75%	100%	1.53
General $\bar{X}$	75%	82%	.54

Comments: _____

E. Unit IV, MAINTENANCE OF MANAGEMENT SYSTEMS

Directions: During the observation, indicate the degree of evidence of maintenance of management system in the classroom, that is consistent with the Handbook. Provide the information below by circling the appropriate response.
If the indicated activity is not demonstrated, do not mark; do not circle any response.

Activity	Mean Per Cent Pre $\bar{X}$	Post $\bar{X}$	t
(51) Evidence of a system of accountability.	87%	87%	--
(52) Implementation of activities to establish or maintain classroom management.	75%	87%	.55
(53) Implementation of activities to monitor pupils.	87%	100%	1.00
(54) Evidence of maintenance communication activities with parents of students.	75%	75%	--
(55) Demonstration of activities to maintain appropriate pupil behavior.	88%	88%	--
(56) Evidence of activities to reinforce positive behaviors.	75%	100%	1.53
(57) Evidence of activities to reinforce team work.	88%	75%	.58
General $\bar{X}$	82%	88%	.41

Comments: _____

F. OBSERVER'S IMPRESSIONS

Directions:

Describe your general impressions of this class, by providing a rating on the following factors, using the following rating system:

5 --- VERY HIGH (POSITIVE)

4 ---

3 --- AVERAGE

2 ---

1 --- VERY LOW (NEGATIVE)

Circle the appropriate rating below:

	FACTORS	Pre $\bar{X}$	Post $\bar{X}$	t
(61)	Teacher reinforcement of pupils'/students' behavior.	3.63	3.75	.28
(62)	Pupils'/students' attitude to teacher.	3.63	3.75	.28
(63)	Teacher's ability to deal with classroom disruptions.	3.50	3.75	.24
(64)	Classroom organization relative to classroom management.	3.75	3.88	.55
(65)	Pupil/student disruptions in the classroom.	2.50	2.13	.63
(66)	Pupil/student interactions with one another.	3.88	3.50	.89
(67)	Pupil/student involvement with the learning process.	3.75	3.88	.28
(68)	Climate in the classroom.	3.63	3.75	.28
	General $\bar{X}$	3.62	3.93	.15

Comments: _____

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM
CLASSROOM OBSERVATION INSTRUMENT

SECONDARY

DEPARTMENT OF RESEARCH, DEVELOPMENT & EVALUATION

CLEVELAND PUBLIC SCHOOLS

FEBRUARY, 1982

APPENDIX H-2

A. CLASS INFORMATION SHEET

SECONDARY

CARD 1 Ask the teacher for the information requested on this page before you begin observation. This information is an essential part of the observation process. It is important that you complete this information sheet. CARD 1

Observer: 2 Date & Time: Pre: February 1982 Post: May 1982

(1-3) School Code: [ ][ ][ ] School Name: _____

8 Schools (6 public, 2 non-public)

(5-6) Circle appropriate grade level: 01 Grade 1 02 Grade 2 03 Grade 3 04 Grade 4 05 Grade 5 06 Grade 6 07 Grade 7 08 Grade 8 09 Grade 9 10 Grade 10 11 Grade 11 12 Grade 12 00 Kindergarten

Grade 7 - 2 (25%) Grade 9 - 2 (25%) Grade 12 - 1 (13)
Grade 8 - 1 (13%) Grade 10 - 1 (13%) Unidentified - 1 (13%)

( ) Indicate subject area lesson at time of observation by circling the appropriate subject area:

1 (13%)	Reading/Language Arts	1 (13%)	Science
1 (13%)	Math/Arithmetic	___	Foreign Language
1 (13%)	Social Studies	1 (13%)	Vocational Class
1 (13%)	History/Government	2 (25%)	Home Economics
		___	Other (Indicate) _____

(8-) Indicate the number of pupils/students in class: Range: 7 - 33 Median: 23

(1) Race of Teacher: (Circle one) 3 (38%) Black 4 (50%) Non-Black

(1) Sex: (Circle one) 3 (38%) Male 5 (63%) Female

(12-13) Indicate no. of years teaching: Range: 1 yr. to 17 yrs. Median: 12 yrs.

(14-15) Indicate no. of years teaching in the CPS: Range: 1 yr. to 14 yrs. Median: 4 yrs.

(16) Circle appropriate response: 5 (63%) Public School 3 (27%) Non-Public School

B. Unit I, PREPARING ROOM & MATERIALS

Directions: During the classroom observation, indicate the degree of evidence of procedures to prepare classroom and materials, consistent with Handbook activities. Provide the information below by circling the appropriate response. If the indicated activity is not observed, do not mark; do not circle any response.

	Mean Percent		t
	Pre $\bar{X}$	Post $\bar{X}$	
(21) Evidence of teacher's knowledge of the physical layout of school building.	75%	88%	.68
(22) Use of wall space for functional purposes.	38%	50%	.55
(23) Classroom arrangement appropriate for management.	88%	75%	1.00
(24) Use of different checklists to provide effective management practices.	88%	88%	--
(25) Evidence of a staff/building reference list.	88%	88%	--
(26) Evidence of forms/records (student information forms, attendance board, class roster, master list etc.) to facilitate management practices.	100%	100%	--
(27) Evidence of teacher's knowledge and location of equipment and materials to be used in the classroom.	100%	100%	--
General $\bar{X}$	82%	89%	.68

Comments: _____

* $\bar{X}$ = Mean, s.d. = Standard Deviation

C. Unit II, RULES AND PROCEDURES

Directions: During the classroom observation, indicate the degree of evidence of rules and procedures, consistent with Handbook activities. Provide the information below by circling the appropriate response. If the indicated activity is not observed, do not mark; do not circle any response.

		Mean Percent		t
		Pre $\bar{X}$	Post $\bar{X}$	
(31)	Evidence of guidelines for rules.	75%	88%	.55
(32)	Guidelines for rules consistent with criteria in Handbook.	63%	63%	--
(33)	Evidence of understanding of rules and procedures among students.	100%	100%	--
(34)	Evidence of integration of learning of rules and procedures with instructions of any subject area.	50%	88%	2.05
(35)	Use of procedures to implement rules consistent with 'effective' management techniques.	38%	50%	.55
(36)	Evidence of articulation of/or follow through with consequences.	13%	38%	1.53
(37)	Evidence of use of verbal reinforcement.	100%	100%	--
(38)	Evidence of use of non-verbal reinforcement.	38%	40%	.55
(39)	Evidence of use of physical punishment.	--	12%	1.00
	General $\bar{X}$	53%	64%	.83

Comments: _____

D. Unit III, ACTION PLAN

Directions: During the observation, indicate the degree of evidence of the following activities, consistent with Action Plan activities in the Handbook. Then, provide the information below by circling the appropriate response. If the indicated activity is not observed, do not mark; do not circle any response.

Activity	Mean Percent Pre $\bar{X}$	Post $\bar{X}$	t
(41) Evidence of organization based on objective data, e.g. class roster, seating plan etc.	100%	100%	--
(42) Evidence of application of appropriate techniques dealing with special problems.	-	50%	2.65
(43) Evidence of implementation of activities to reinforce students' learning of rules.	38%	38%	--
(44) Evidence of recognition of students' "good works" through public display.	13%	13%	--
(45) Implementation of activities to help students get to know each other based on objective evidence.	38%	38%	--
(46) Evidence of activities to assist teachers in getting more information about different students.	62%	60%	.55
General $\bar{X}$ (%)	48%	50%	1.02

Comments: _____

E. Unit IV, MAINTENANCE OF MANAGEMENT SYSTEMS

Directions: During the observation, indicate the degree of evidence of maintenance of management system in the classroom, that is consistent with the Handbook activities. Provide the information below by circling the appropriate response. If the indicated activity is not observed, do not mark; do not circle any response.

Activity	Mean Percent Pre $\bar{X}$	Post $\bar{X}$	t
(51) Evidence of teacher activities to promote desired behaviors.	75%	63%	.55
(52) Implementation of activities to establish or maintain classroom management.	25%	88%	3.42
(53) Implementation of techniques to handle inappropriate behavior.	13%	38%	1.53
(54) Implementation of activities to maintain appropriate student behavior.	50%	75%	1.00
(55) Evidence of a system of accountability.	88%	88%	--
(56) Implementation of activities to monitor students.	88%	88%	--
(57) Evidence of maintenance communication activities with parents of students.	63%	75%	1.00
(58) Evidence of activities to reinforce positive behaviors.	100%	83%	1.00
(59) Evidence of activities to reinforce team work.	38%	75%	1.43
General $\bar{X}$ (%)	60%	75%	1.47

Comments: _____

F. OBSERVER'S IMPRESSIONS

Directions:

Describe your general impressions of this class, by providing a rating on the following factors, using the following rating system:

5 --- VERY HIGH (POSITIVE)

4 ---

3 --- AVERAGE

2 ---

1 --- VERY LOW (NEGATIVE)

Circle the appropriate rating below:

	FACTORS	Mean Percent Pre $\bar{X}$	Mean Percent Post $\bar{X}$	t
(61)	Teacher reinforcement of pupils'/students' behavior.	2.25	2.88	.83
(62)	Pupils'/students' attitude to teacher.	3.00	3.50	2.65*
(63)	Teacher's ability to deal with classroom disruptions.	2.13	3.12	2.00
(64)	Classroom organization relative to classroom management.	3.12%	3.50	2.05
(65)	Pupil/student disruptions in the classroom.	2.00	2.13*	.55
(66)	Pupil/student interactions with one another.	3.12	3.00%	.55
(67)	Pupil/student involvement with the learning process.	3.25	3.38	.55
(68)	Climate in the classroom.	3.13	3.25	1.00
	General $\bar{X}$	2.75	3.09	2.37

Comments: _____

_____

_____

* Reversal

PRIMARY - ELEMENTARY 2/82

Comments on Unit I "Readying"

"There are a multitude of centers for the students".

"Very well organized".

"Team attend Lee Center workshop - school set up procedure".

"Horseshoe within a row".

"No student work posted only teachers items such as spelling, etc.".

"Classroom in "super" condition - decorated with meaningful materials and items of interest to the students".

"This teacher was a former T.A. and is utilizing the "what worked before" approach. Checklist and other reference lists were not available - the teacher noted that materials were supplied by the early childhood department".

PRIMARY - ELEMENTARY 5/82

Comments on Unit I "Readying"

(#21 - Use of a classroom checklist.)
"Verbal - purchased for next year"

(#24 - Use of different checklists to provide effective management practices.)
"Room has been changed since the last observation - from an elementary arrangement to a more formalized NOW structure"

(#21 - Use of a classroom checklist.)
"No checklist - used what she wanted to do"

(#22 - Use of wall space for functional purpose.)
"Wallspace decorated with teacher/student materials - Super Spellers/I spy good work boards"

PRIMARY - ELEMENTARY 2/82

Comments on Unit II Rules and Procedures

"Rules used very effectively by this teacher, also they were incorporated into activities as they took place".

"Students told to talk without hand over mouth - constant reinforcement of this procedure".

"Students are really in tune in this class. They can move from one activity to another with little or no direction from the teacher".

"Rules not posted, raising hands to answer questions, in handbook - rules to be posted on bulletin board, constantly reminded when doing homework and activities".

"Rules on flip chart, teacher had to turn chart around. Verbal responses all the same - O.K., Good".

"Rules posted on the walls - very specific for students schedule posted for the days - Bellwork on board".

"According to the teacher was supplied by the principal - the rules/procedures and consequences in this class need work!! By that I mean there was no pattern to the situation, students were not on task and constantly ignored the rules".

SECONDARY

Comments on Unit II Rules and Procedures

(#33 - Evidence of understanding of rules and procedures among students)
"Students not really following rules".
(#37 - Evidence of use of verbal reinforcement.)
"Verbal reinforcement negative".

PRIMARY - ELEMENTARY

5/82

Comments on Unit II Rules and Procedures

(#31 - Evidence of guidelines for rules.)
"Growth through self-respect." "Teaching method indicates Lee Canter approach."

(#34 - Interaction of learning rules with presentation of lessons.)
"Listen Carefully..."

(#35 - Use of procedures to implement rules consistent with effective management techniques.)
"Whole group instruction/Explain/Feedback" "Teacher switched to Lee Canter MOD.

(#38 - Evidence of use of non-verbal reinforcement.)
"Smiles"

"Get up in line you old fat burger."

(#33 - Demonstrated evidence of understanding rules among pupils.)
"Raise your hand posted - students raised hand during the lesson."

(#36 - Evidence of articulation of/or follow-through with consequence.)
"Consequences not listed. Students understand name check format."

SECONDARY

Comments on Unit II Rules and Procedures

(#31 - Evidence of guidelines for rules.)
"No Rules/Procedures posted - Rules given out as necessary to study"

(#33 - Evidence of understanding of rules and procedures among students.)
"Student raising hands - seem to understand rule structure"

(#35 - Use of procedures to implement rules consistent with 'effective' management techniques.)
No "new rules" being taught

(#36 - Evidence of articulation of/or follow through with consequences.)
"No consequences posted or realized."

PRIMARY - ELEMENTARY 2/82

Comments on Unit III Action Plan

"Highly organized teacher - constantly worked with students".

"Social Studies maps on board that students created. Bellwork/Spelling/ Health work posted. Students working in groups and at tables working on individual work".

"Typical seating plan - students knew where to sit - random - try to adjust as year progresses. No student work displayed. No second year with students. Kids have been together since 2nd grade, working on it now. Verbal interaction - work on high school selections".

"Teachers stated seating based on his "feeling" for the students and how they get along. The teacher responded that rules had been taught, however, I seriously question if they were, also, activities were mentioned that were used to get students acquainted with one another. (PADS) No real activity was identified. The use of time is questionable because the students were given an assignment, but not closely monitored which I feel allowed them to get off task".

SECONDARY

Comments on Unit III Action Plan

"Teacher responded to Items #42,43,45, and 46 with comment that these students know one another and only the few that show up want to learn.
"#44 - No student work displayed".

PRIMARY - ELEMENTARY 5/82

Comments on Unit III Action Plan

(#41 - Evidence of class organization based on objective data; e.g. class roster, seating plan.)
"Students assigned to each desk when on assignments."

(#42 - Evidence of application of appropriate techniques dealing with class interpretation.)
"Observer interpreted the lesson teacher instructed students as'what to do'! 3 students entered during class,had to tell teacher what happened in computer class. Kids marked off took but a minute."

(#44 - Evidence of recognition of pupils' "good works" through public display.)
"Student Science Work posted." "Bulletin Board 'loaded' with materials"

(#47 - Demonstrated meaningful use of time.)
"Written work/reading assignment work - 6 in ten fail."

(#43 - Evidence of "practice" for students to learn rules.)
Rules taught in the fall."

(#45 - Implementation of activities to help pupils get to know each other based on objective evidence.)
"Games played in the fall." "Basically have been together for 8 years."

(#46 - Evidence of activities to assist teachers in getting more information about different pupils.)
"Birthday dates on Board - Silence strips on Board." "Teacher tries to learn about each student"
(#44 - Evidence of recognition of pupils' "good works" through public display.)
"Limited - Teacher moving to different rooms." "Projects hung on walls."

(#42 - Evidence of application of appropriate techniques dealing with class interpretation.)
"Teacher utilized - different approaches to make adjustments."

(#47 - Demonstrated meaningful use of time.)
"Review of material - Teacher asking questions - Students responding."

(#42 - Evidence of application of appropriate techniques dealing with class interpretation.)
"Practice lining up - leaders identified - kids write out home."

SECONDARY

Comments on Unit III Action Plan

(#45 - Implemention of activities to help students get to know each other based on objective evidence.)
"Used lab activity for teamwork

(#46 - Evidence of activities to assist teachers in getting more information about different students.)
"Birthday activities"

PRIMARY - ELEMENTARY 2/82

Comments on Unit IV Maintenance of Management Systems

"Used reinforcement very effectively modeling, smiling, non-verbal signals".

"Bellwork assignment on the board for students to complete as small groups were working. Teacher "rode" eyes over rest of class and questioned students not working or involved".

"Teacher responded with comments to the fact the telephone, letters are used to communicate with parents. The other items #51,#52, #55, #56, #57, were not observable. I do not know what this teacher uses for a management system".

SECONDARY

Comments on Unit IV Maintenance of Management Systems

(#56 - Implementation of activities to monitor students.)
"Teacher constantly walked around unit - picking with kids".
(#57 - Evidence of maintenance communication activities with parents and students.)
"Teacher and parents were contacted re: absences."

"This lady has it together. She has them eating out of her hands".

PRIMARY - ELEMENTARY 5/82

Comments on Unit IV Maintenance of Management Systems

(#51 - Evidence of a system of accountability.)
"Student accountability list on the board." "Boards for check marks, etc."

(#53 - Implementation of activities to monitor pupils.)
"Teacher constantly monitored." "Rode eyes over class"

(#54 - Evidence of maintenance communication activities with parents of students.)
"Parents called if needed." "Notice to parents on Bulletin Board."

(#57 - Evidence of activities to reinforce team work.)
"Social Studies - work in teams, silence - Group Reports." "Team Captain - Table Leader."

(#51 - Evidence of a system of accountability.)
"Students told to put finger on symbols before marking." "I spy good works board"

"#55 - #56 - Behavior mod technique used doesn't seem to be working. Too much time in transitions from one activity to another."

(#52 - Implementation of activities to establish or maintain classroom management.)
Proven methods - Behavior MOD used."

(#51 - Evidence of a system of accountability.)
"Notebooks, unannounced quizzes - homework assignments."

(#54 - Evidence of maintenance communication activities with parents of students.)
"Parent conferences /2 PTU meetings - individual meetings for Washington, D.C. 8 home calls."

(#56 - Evidence of activities to reinforce positive behaviors.)
"Written note on papers, Verbal - treat positive reinforcement with reward."

(#57 - Evidence of activities to reinforce team work.)
"Group grade on project - understand team work."

SECONDARY

Comments on Unit IV Maintenance of Management Systems

(#51 - Evidence of teacher activites to promote desired behaviors)
"Teacher walked around "monitoring" with the students during the activity"

(#54 - Implementation of activities to maintain appropriate student behavior)
"Monitoring - constant interaction with students" "Blood pressure activity used - Students learning from notebook"

(#55 - Evidence of a system of accountability.)
"Grade Book/Paper due at end of period"

(#57 - Evidence of maintenance communication.)
"Very little work with parents"

Appendix I

TITLE IV-C CLASSROOM MANAGEMENT

1. In this class, students/pupils are allowed to make up their own projects. FLEXIBILITY
2. I try to be consistent in dealing with students/pupils who break the rules in this class. FLEXIBILITY
3. Students/pupils really enjoy this class.
4. Students/pupils aren't always sure if something is against the rules or not, in this class. MANAGEMENT
5. Activities in this class are clearly and carefully planned. MANAGEMENT
6. Students/pupils in this class can not be trusted. ATTITUDE
7. Students/pupils sometimes do extra work on their own in the class. TASK ORIENTATION
8. A lot of students/pupils seem to be only half awake during this class. FLEXIBILITY
9. This class appears to get in more trouble than my other classes. ATTITUDE
10. Assignments are usually clear so everyone knows what to do. TASK ORIENTATION
11. If students/pupils want to talk about something, this teacher will find time to do it. MANAGEMENT
12. Students/pupils don't have much of a chance to get to know each other in this class. ATTITUDE
13. Students/pupils act as if they are being talked down to by this teacher. ATTITUDE
14. Students/pupils have very little to say about how class time is spent. FLEXIBILITY
15. Students/pupils enjoy working together on projects in this class. MANAGEMENT
16. Very few students/pupils take part in class discussions or activities. ATTITUDE
17. Students/pupils are encouraged to try unusual projects. FLEXIBILITY
18. Students/pupils can get in trouble with this teacher for talking when they're not supposed to. MANAGEMENT
19. Most students/pupils in this class really pay attention to what the teacher is saying.
20. Students/pupils know what will happen if they break a rule in this class. MANAGEMENT
21. Students/pupils fool around a lot in this class. ATTITUDE
22. A lot of friendships have been made in this class. ATTITUDE
23. Rules in this class seem to change a lot. TASK-ORIENTATION
24. I take a personal interest in this class. ATTITUDE
25. New ideas are always being tried out here. MANAGEMENT
26. There are very few rules to follow in this class.

CLEVELAND PUBLIC SCHOOLS
Department of Research, Development and Evaluation

Bulletin No. 86

Instructions for
TEACHERS' CLASSROOM CLIMATE INSTRUMENT
Week of February 8, 1982
and April 26, 1982

Prepared by: Ofelia Halasa
Assistant Supervisor

Attn: Mr. Frank Theus, Coordinator
Title IV-C Classroom Management Program
School Principals

Typed by: Pamela L. Yontosh

BULLETIN OF INSTRUCTIONS
COMPLETION OF TEACHERS' CLASSROOM CLIMATE INSTRUMENT

The following dates apply to the ratings of Classroom Climate by teachers of experimental and control classes for Title IV-C Classroom Management Program:

Date for Administering Test	-- Pre: Week of Feb. 8, 1982 -- Post: Week of April 26, 1982
Date due for NCS Scoring	-- Pre: Monday, Feb. 16, 1982 -- Post: Monday, May 3, 1982
Estimated Time for Completion of Instrument	-- 20-30 minutes
Answer Sheet	-- NCS Trans Optic F 15-5561

I M P O R T A N T -- P L E A S E N O T E

Answer Sheet

The Blue/White answer sheet (Trans-Optic F 15-5561) should be used for this test.

PLEASE COMPLETE IDENTIFICATION SECTION UNDER ID NO. WITH SPECIAL ATTENTION TO #5C, 7, 8, 9, 10,

GENERAL INSTRUCTIONS

1. Completed Ratings of Classroom Climate by teachers of designated experimental and control pupils will be used to assess the climate of the classroom.

2. Completed answer sheets for the ratings of classroom climate will be scored by the Division of Data Processing using an NCS Optional Scanner.

3. Answer sheets will be sent out to designated and experimental teachers by the Department of Research Development and Evaluation.

BEFORE RATING

1. Review directions for the completion of the ratings of classroom climate by participants.

2. Directions for completing the grid section of answer sheets may be read from pages 3,4 and 5 of this bulletin.

3. The following materials will be needed:

   Teachers' Ratings of Classroom Climate
   NCS answer sheets (Trans-Optic F 15-5561)

4. Use regular pencils.

5. Complete the identification side of the answer sheet as follows:

   a. Omit sections requesting name and other information.

   b. Write in the name of your school.

   c. FOR IDENTIFICATION NO. PLEASE USE THE LAST 7 NUMBERS IN YOUR SOCIAL SECURITY NO.

   d. Then darken your I.D. Number in the circles provided under STUDENT IDENTIFICATION NUMBER.

6. Darken School Code in the first three columns under Special Codes.

7. Darken the Type of Teacher in the fourth column under Special Codes, which will indicate whether respondent is an elementary or secondary teacher. Use the following codes:

   1 Elementary 3 Other
   2 Secondary

8. Darken RACE in the fifth column using the following codes:

   1 for Black
   2 for Non-Black

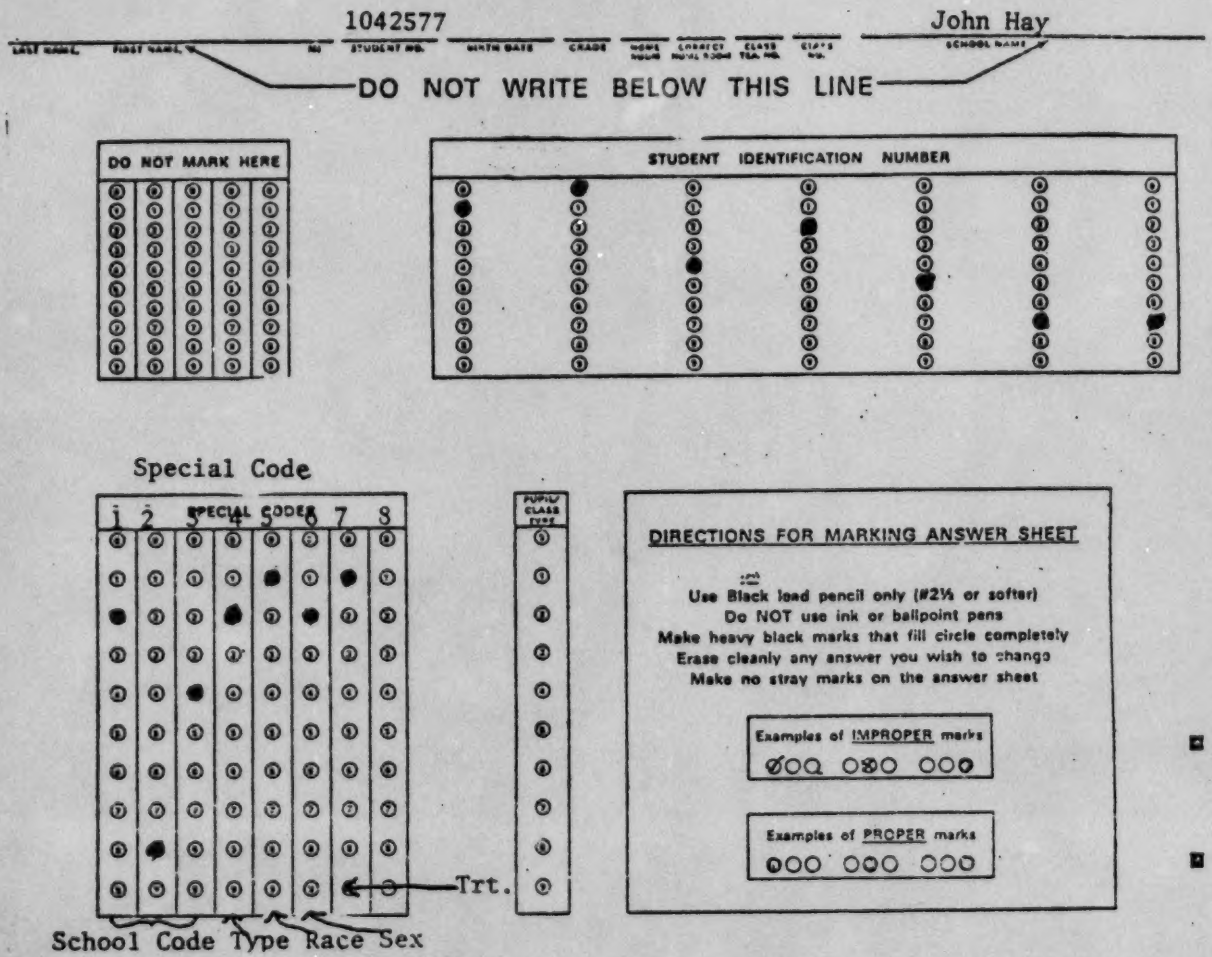
9. Darken SEX in the sixth column using the following codes:

   1 for Male
   2 for Female

10. Dark Treatment (trt.) in the Seventh column, using the following codes:

    1 Exptl
    2 Control

SAMPLE: John Hay (284), Secondary (2), Black (1), Female (2), Exptl (1).


1042577
John Hay
DO NOT WRITE BELOW THIS LINE
DO NOT MARK HERE
STUDENT IDENTIFICATION NUMBER
Special Code
SPECIAL CODES
1 2 3 4 5 6 7 8
PUPIL CLASS TYPE
Trt.
School Code Type Race Sex
DIRECTIONS FOR MARKING ANSWER SHEET
Use Black lead pencil only (#2½ or softer)
Do NOT use ink or ballpoint pens
Make heavy black marks that fill circle completely
Erase cleanly any answer you wish to change
Make no stray marks on the answer sheet
Examples of IMPROPER marks
Examples of PROPER marks

COMPLETION OF RATINGS

1. Each respondent is to indicate what they think or how they feel about the different statements on the Teachers' Classroom Climate instrument on a five-point rating scale. The rating scale is keyed as follows:

   A if you DEFINITELY AGREE; that is, if you strongly and definitely agree with the statement.

   B if you AGREE SOMEWHAT; that is, if you do not feel strongly, but think that the statement does tend to express the somewhat how you feel about the matter.

   C if you are not sure if you agree or disagree with the statement.

   D if you DISAGREE SOMEWHAT; that is, if you do not feel strongly, but think that the statement does not tend to express how you feel about the matter.

   E if you DEFINITELY DISAGREE; that is, if you strongly and definitely disagree with the statement.

2. On the Blue/White answer sheet (NCS Trans-Optic F 15-5561), respondents indicate responses to each of the statements on the instrument by darkening or blackening the appropriate circle. For example:

   Rules in this class sum to change a lot.

   For example; if the respondent Strongly and Definitely Disagree with the above statement, darken (or blacken) the circle under E as noted below.

3. In answering each question, please go through the following:

   . Read the statement carefully

   . Think about how well the statement describes the class.

   . For each of the statements, to fill in one of the five circles under the letters on the blue/white answer sheet that show your degree of agreement or disagreement with the statement.

4. Completion of ratings is scheduled for the week of Feb. 8, 1982

   Use Item #1 -#26 on the Blue/White answer sheet.

   Completion of Post-ratings is scheduled for the Week of April 26, 1982

   Use Item #31 - #56 on the answer sheet.

AFTER RATING

1. After completing the Climate Instrument using white answer sheet, please do the following:

   a. Go over any marks that look gray and make them black.

   b. Make certain that each mark completely fills the circle.

   c. Erase any stray dots or marks on the answer sheet.

   d. See that no question has more than one answer.

   e. If an answer has been changed, erase the first answer completely.

2. Send all materials and completed answer sheets to:

   Dr. Ofelia Halasa, Room 600 S
   Research, Development and Evaluation
   Administration Building

3. Answer sheets are to be received on or before the following dates:

   Pre: Monday, February 15, 1982

   Post: Monday, May 3, 1982

Appendix J

TABLE A

SUMMARY OF ANALYSIS OF VARIANCE
OF RELIABILITY MEASURES
FOR TEACHERS RATINGS OF
CLASSROOM CLIMATE

SOURCE OF VARIATION	SS	DF	MEAN SQUARE	F	PROBABILITY
BETWEEN PEOPLE	82.07692	12	6.83974		
WITHIN PEOPLE	472.42308	325	1.45361		
BETWEEN MEASURES	167.88462	25	6.71538	6.61531	0.00000
RESIDUAL	304.53846	300	1.01513		
NONADDITIVITY	0.45893	1	0.45893	0.45126	0.50225
BALANCE	304.07953	299	1.01699		
TOTAL	554.50000	337	1.64540		

GRAND MEAN = 3.73077

RELIABILITY COEFFICIENTS 26 ITEMS

CORRELATION BETWEEN FORMS = 0.76776 EQUAL LENTH SPEARMAN-BROWN = 0.86

UNEQUAL-LENGTH SPEARMAN-BROWN = 0.86863 GUTTMAN SPLIT-HALF = 0.86266

ALPHA FOR PART 1 = 0.70500 ALPHA FOR PART 2 = 0.76250

13 ITEMS IN PART 1 13 ITEMS IN PART 2

TABLE B1

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT DESIGN
FOR ATTITUDE RATINGS

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	4.239	1	4.239	8.404	0.013
PUBE1	4.239	1	4.239	8.404	0.013
MAIN EFFECTS	0.004	1	0.004	0.009	0.927
TRT	0.004	1	0.004	0.009	0.927
EXPLAINED	4.243	2	2.122	4.206	0.041
RESIDUAL	6.053	12	0.504		
TOTAL	10.296	14	0.735		

COVARIATE	RAW REGRESSION COEFFICIENT
PUBE1	0.919

TABLE B2

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT DESIGN FOR
CLASSROOM CLIMATE MANAGEMENT SKILLS

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	1.424	1	1.424	7.952	0.017
MANGE1	1.424	1	1.424	7.952	0.017
MAIN EFFECTS	0.001	1	0.001	0.003	0.956
TRT	0.001	1	0.001	0.003	0.956
EXPLAINED	1.424	2	0.712	3.978	0.050
RESIDUAL	1.970	11	0.179		
TOTAL	3.394	13	0.261		

COVARIATE	RAW REGRESSION COEFFICIENT
MANGE1	1.125

TABLE B3

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT DESIGN
FOR FLEXIBILITY FACTOR

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	11.947	1	11.947	42.439	0.000
FLEX1	11.947	1	11.947	42.439	0.000
MAIN EFFECTS	0.004	1	0.004	0.014	0.907
TRT	0.004	1	0.004	0.014	0.907
EXPLAINED	11.951	2	5.976	21.227	0.000
RESIDUAL	3.097	11	0.282		
TOTAL	15.048	13	1.158		

COVARIATE	RAW REGRESSION COEFFICIENT
FLEX1	1.139

TABLE B4

SUMMARY OF ANALYSIS OF COVARIANCE DESIGN FOR
TASK ORIENTATION FACTOR

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	1.060	1	1.060	1.875	0.196
CLAR1	1.060	1	1.060	1.875	0.196
MAIN EFFECTS	0.037	1	0.037	0.065	0.803
TRT	0.037	1	0.037	0.065	0.803
EXPLAINED	1.097	2	0.548	0.970	0.407
RESIDUAL	6.785	12	0.565		
TOTAL	7.881	14	0.563		

COVARIATE	RAW REGRESSION COEFFICIENT
CLAR1	0.312

Appendix K

TABLE C 1

SUMMARY OF ANALYSIS OF VARIANCE FOR PUPILS' RATINGS OF CLASSROOM CLIMATE

SOURCE OF VARIATION	SS	DF	MEAN SQUARE	F	PROBABILITY
BETWEEN PEOPLE	2108.07543	288	7.32224		
WITHIN PEOPLE	8363.00000	4335	1.92978		
BETWEEN MEASURES	746.47751	15	49.76517	28.22620	0.0
RESIDUAL	7616.52249	4320	1.76306		
NONADDITIVITY	1.50205	1	1.50205	0.85191	0.35612
BALANCE	7615.02044	4319	1.76314		
TOTAL	10471.07543	4623	2.26517		

GRAND MEAN = 3.99481

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS MUST BE RAISED TO ACHIEVE ADDITIVITY = 1.2653462

HOTELLINGS T-SQUARED = 399.49424 F = 25.23575

DEGREES OF FREEDOM = NUMERATOR = 15 DENOMINATOR= 274 PROBABILITY = 0.00000

RELIABILITY COEFFICIENTS 16 ITEMS

CORRELATION BETWEEN FORMS = 0.58083 EQUAL LENTH SPEARMAN-BROWN = 0.73484

UNEQUAL-LENGTH SPEARMAN-BROWN = 0.73484 GUTTMAN SPLIT-HALF = 0.73434

ALPHA FOR PART 1 = 0.59164 ALPHA FOR PART 2 = 0.65599

8 ITEMS IN PART 1 8 ITEMS IN PART 2

TABLE C 2

SUMMARY OF ANALYSIS OF VARIANCE FOR PUPILS' RATINGS OF CLASSROOM CLIMATE

SOURCE OF VARIATION	SS	DF	MEAN SQUARE	F	PROBABILITY
BETWEEN PEOPLE	947.72289	165	5.74378		
WITHIN PEOPLE	6827.50000	3154	2.16471		
BETWEEN MEASURES	1265.45181	19	66.60273	37.54005	0.0
RESIDUAL	5562.04819	3135	1.77418		
NONADDITIVITY	16.02262	1	16.02262	9.05421	0.00265
BALANCE	5546.02557	3134	1.76963		
TOTAL	7775.22289	3319	2.34264		

GRAND MEAN = 3.54518

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS MUST BE RAISED TO ACHIEVE ADDITIVITY = 0.2533609

HOTELLINGS T-SQUARED = 712.61457 F = 33.41446
DEGREES OF FREEDOM = NUMERATOR = 19 DENOMINATOR= 147 PROBABILITY = 0.00000

RELIABILITY COEFFICIENTS 20 ITEMS

CORRELATION BETWEEN FORMS = 0.60466 EQUAL LENTH SPEARMAN-BROWN = 0.75363

UNEQUAL-LENGTH SPEARMAN-BROWN = 0.75363 GUTTMAN SPLIT-HALF = 0.75273

ALPHA FOR PART 1 = 0.52400 ALPHA FOR PART 2 = 0.47114

10 ITEMS IN PART 1 10 ITEMS IN PART 2

TABLE C 3

SUMMARY OF ANALYSIS OF VARIANCE OF RELIABILITY MEASURES FOR STUDENTS RATING OF CLASSROOM CLIMATE

SOURCE OF VARIATION	SS	DF	MEAN SQUARE	F	PROBABILITY
BETWEEN PEOPLE	147.12500	47	3.13032		
WITHIN PEOPLE	1914.53846	1200	1.59545		
BETWEEN MEASURES	611.37179	25	24.45487	22.04973	0.0
RESIDUAL	1303.16667	1175	1.10908		
NONADDITIVITY	0.00230	1	0.00230	0.00207	0.96371
BALANCE	1303.16437	1174	1.11002		
TOTAL	2061.66346	1247	1.65330		

GRAND MEAN = 3.91827

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS MUST BE RAISED TO ACHIEVE ADDITIVITY = 1.0221292

HOTELLINGS T-SQUARED = 2359.04165 F = 46.17699
DEGREES OF FREEDOM = NUMERATOR = 25 DENOMINATOR= 23 PROBABILITY = 0.0

RELIABILITY COEFFICIENTS 26 ITEMS

CORRELATION BETWEEN FORMS = 0.59118 EQUAL LENTH SPEARMAN-BROWN = 0.74307

UNEQUAL-LENGTH SPEARMAN-BROWN = 0.74307 GUTTMAN SPLIT-HALF = 0.74296

ALPHA FOR PART 1 = 0.38484 ALPHA FOR PART 2 = 0.47691

13 ITEMS IN PART 1 13 ITEMS IN PART 2

Appendix L

II-PUPILS' RATINGS OF CLASSROOM CLIMATE

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM

1981-1982

DIRECTIONS TO TEACHERS

What do you think of this pupil... Mark your answers on the answer sheet in front of you, to statements about this pupil. Please give your honest, frank opinions as you read the statements about selected number of pupils.

For each of the 20 statements, fill in one of the circles under A, B, C, D, and E letters on the blue/white answer sheet that shows how much you Agree or Disagree about a selected number of pupils in your class.

The five letters are to mean as follows:

A if you DEFINITELY AGREE; that is, if you strongly and definitely agree with the statement about the pupil.

B if you AGREE SOMEWHAT; that is, if you do not agree strongly about the pupil.

C if you are NOT SURE if you AGREE or DISAGREE with the statement (?) about the pupil.

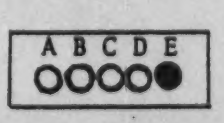
D if you DISAGREE SOMEWHAT; that is if you do not DISAGREE strongly about the pupil.

E if you DEFINITELY DISAGREE; that is, if you strongly and definitely disagree with the statement about the pupil.

EXAMPLE:

Pupil feels that the teacher is fair.

If you STRONGLY and DEFINITELY DISAGREE with the above statement about a given pupil, darken (or blacken) the circle under E as noted below.



(TURN OVER)

1. Pupil feel he/she is liked by the teacher.
2. Pupil feels the teacher is fair.
3. Seems to feel stupid in this class.
4. Seems proud to belong to this class.
5. Likes to talk to the teacher outside of this class.
6. Feels he/she can talk to the teacher.
7. Seems unaware if he/she is doing well in this class.
8. Works hard even if the teacher leaves the room.
9. Likes to tell others he/she is in this class.
10. Comes up with his/her own ideas.
11. Usually knows when he/she is doing well.
12. Seems difficult for this pupil to be friendly with others in this class.
13. Seems to care about the teacher in this class.
14. Acts as if the teacher doesn't pay much attention, even if he/she is noisy.
15. Works as fast or as slow as he/she wants to.
16. Feels that no matter how hard he/she tries, he is not improving in this class.
17. Seems to play around a lot.
18. Gets along with almost everyone in this class.
19. Seems to know what the teacher is trying to do in this class.
20. Thinks the teacher knows when he is trying hard.

STUDENTS' RATINGS OF CLASSROOM CLIMATE

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM

1981-1982

DIRECTIONS TO TEACHERS

What do you think of this student... Mark your answer on the blue/white answer sheet to statements about this pupil. Please give your honest, frank opinions as you read the statements about selected number of pupils.

For each of the 26 statements, fill in one of the circles under A, B, C, D, and E letters on the blue/white answer sheet that shows how much you Agree or Disagree about a selected number of pupils in your class.

The five letters are to mean as follows:

A if you DEFINITELY AGREE; that is, if you strongly and definitely agree with the statement about the student.

B if you AGREE SOMEWHAT; that is, if you do not agree strongly about the student.

C if you are NOT SURE if you AGREE or DISAGREE with the statement (?) about the student.

D if you DISAGREE SOMEWHAT; that is if you do not DISAGREE strongly about the student.

E if you DEFINITELY DISAGREE; that is, if you strongly and definitely disagree with the statement about the student.

EXAMPLE:

Seems to be only half-aware during this class.

If you STRONGLY and DEFINITELY DISAGREE with the above statement about a given student, darken (or blacken) the circle under E as noted below.

(TURN OVER)

1. Student thinks there are very few rules to follow.
2. Student thinks new ideas are being tried out here.
3. Student thinks this teacher takes a personal interest in him.
4. Student thinks rules in this class seem to change a lot.
5. Student makes a lot of friendships in this class.
6. Student fools around a lot in this class.
7. Student is aware what will happen if he/she breaks a rule.
8. Student usually pays attention to what the teacher is saying.
9. Student thinks he/she can get in trouble with the teacher for talking when he/she is not supposed to.
10. Student likes to try unusual projects.
11. Student takes part in class discussions or activities.
12. Student enjoys working together on projects in this class.
13. Student thinks he/she has little to say about how to use class time.
14. Student thinks teacher "talks down" to him/her.
15. Student acts as if he/she does not know others in this class.
16. Student usually feels free to talk about something to this teacher.
17. Student is usually clear about his/her assignments.
18. Student acts as if it's easier to get in trouble in this class.
19. Student seems to be only half awake during this class.
20. Student sometimes does extra work on his/her own in the class.
21. Student thinks this teacher does not trust him/her.
22. Student plans carefully his/her activities in this class.
23. Student is not always sure if something is against the rules or not.
24. Student really enjoy this class.
25. Student feels the teacher is fair in dealing with those who break the rules.
26. Student usually makes up his own projects, if given the chance.

PUPILS' RATINGS OF CLASSROOM CLIMATE

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM

1981-1982

TEACHER'S INSTRUCTIONS TO CLASS

We like to know what you think of this class . . . how you feel about this class. I will ask you to mark your answers to statements about you . . . your classmates . . . about your teacher in this class that I'll read to you. Remember, this is not a test. There are no right or wrong answers.

In front of you is an answer sheet that contain statements about this class. Each statement has different faces that tells if you agree or disagree with this statement. These faces are located at the top of your answer sheet:

HAPPY

NOT SURE

SAD

The first face is the HAPPY face. If you AGREE with the statement, mark X on the HAPPY face. (Teacher to demonstrate on blackboard how to mark with an X).

The second face is the face with a question mark. If you are NOT SURE whether you AGREE or DISAGREE with the statement, mark the NOT SURE face.

The third face is the SAD face. If you DISAGREE with the statement, mark with an X the SAD face.

Now do you have any questions?

(Clarify any questions that the class has)

---

1. I feel that the teacher likes us. SEE THE FACES WITH THE NAIL.
   MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

2. My teacher is fair. SEE THE FACES WITH THE GLASS.
   MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

3. I often feel stupid in this class. SEE THE FACES WITH THE BROOM.
   MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

4. I'm proud to belong to this class. SEE THE FACES WITH THE KEY.
   MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

5. We like to talk to the teacher outside of this class. See the Faces with the TREE.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

6. If we tell the teacher what we like to do, she tries to let us do it. See the Faces with the FISH.
MARK THE FACES THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

7. I find it hard to tell if I'm doing well in this class. See the Faces with the SAFETY PIN.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

8. Pupils in this class work hard even if the teacher leaves the room. See the the Faces with the CHAIR.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

9. I like to tell others I am in this class. See the Faces with the FORK.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

10. When pupils in this class come up with their own ideas, the teacher likes it. See the Faces with a PAIR OF SCISSORS.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

11. Pupils in this class usually know when they are doing well. See the Faces with the BALL.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

12. It is hard to be friends with some of the other pupils in this class. See the Faces with the FLOWER.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

13. The teacher in this class really cares about all of us. See the Faces with the DOG.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

14. The teacher doesn't pay much attention, even if we are too noisy. See the Faces with the CAT.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

15. I can work fast or as slow as I want to. See the Faces with a AIRPLANE.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

16. No matter how hard I try, I am not improving in this class. See the Faces with an APPLE.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

17. Most of the pupils in this class just play around. See the Faces with a BIRD.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

18. I get along with almost everyone in this class. See the Faces with a STAR.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

19. I know what the teacher is trying to do in this class. See the Faces with a HEART.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

20. I think the teacher know when I'm trying hard. See the Faces with ICE CREAM CONE.
MARK THE FACE THAT TELLS WHETHER YOU AGREE OR DISAGREE WITH THIS STATEMENT.

NOTE: Items 7, 12, 15 and 17 were not included in the Climate score based on factor Analysis data

PUPILS' RATINGS OF CLASSROOM CLIMATE

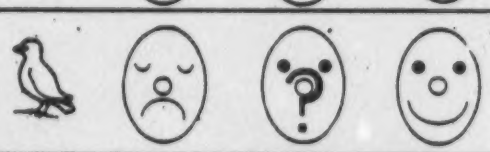
K - Gr. 3

1980-1981

Agree Not Sure Disagree

1. I feel that the teacher likes us. Factor 1*	
2. My teacher is fair. Factor 1*	
3. I often feel stupid in this class.	
4. I'm proud to belong to this class. Factor 1*	
5. We like to talk to the teacher outside of this class. Factor 1*	
6. If we tell the teacher what we like to do, she tries to let us do it.	
7. I find it hard to tell if I'm doing well in this class. Factor 1*	
8. Pupils in this class work hard even if the teacher leaves the room. Factor 1*	
9. I like to tell others I am in this class. Factor 1*	
10. When pupils in this class come up with their own ideas, the teacher likes it. Factor 1*	

*Analysis limited to items with Factor 1 designation because other items either were

11.	Pupils in this class usually know when they are doing well. Factor 1*	
12.	It is hard to be friends with some of the other pupils in this class.	
13.	The teacher in this class really cares about all of us. Factor 1*	
14.	The teacher doesn't pay much attention, even if we are too noisy. Factor 1*	
15.	I can work as fast or as slow as I want to. Factor 1*	
16.	No matter how hard I try, I am not improving in this class. Factor 1*	
17.	Most of the pupils in this class just play around.	
18.	I get along with almost everyone in this class. Factor 1*	
19.	I know what the teacher is trying to do in this class. Factor 1*	
20.	I think the teacher knows when I'm trying hard.	

PUPIL I.D.: (21) (22) (23) (24) (25) (26) (27)

(28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47)

NAME (LAST, FIRST)

(48) TRT (49) SEX (50) GRADE (51) (52) (53) S. CODE

(54)

Bulletin No. 74

Instructions
Ratings of K-Gr.3 Classroom Climate
Week of February 8, 1982
and April 26, 1982

Prepared by: Ofelia Halasa
Assistant Supervisor

Attn: Mr. Frank Theus, Coordinator
Title IV-C Classroom Management Program
School Principals

Typed by: Pamela L. Yontosh

BULLETIN OF INSTRUCTIONS
COMPLETION OF RATINGS OF CLASSROOM CLIMATE

The following dates apply to the ratings of Classroom Climate by kindergarten through grade 3 of designated experimental and control classes for Title IV-C Classroom Management Program:

Date for Administering Test	-- Pre: Week of Feb. 8, 1982 -- Post: Week of April 26, 1982
Date Due for NCS Scoring	-- Pre: Monday, Feb. 15, 1982 -- Post: Monday, May 3, 1982
Estimated Time for Completion of Ratings	-- 30 minutes
Answer Sheet	-- Face Answer Forms

IMPORTANT -- PLEASE NOTE

Answer Sheet
The Face Answer Form will be used for this test.
DOUBLE-CHECK PUPIL I.D. TO ENSURE ACCURACY.

GENERAL INSTRUCTIONS

1. Completed ratings of Classroom Climate by K-Gr.3 pupils of designated experimental and control pupils will be used to assess the climate of the classroom.

2. Completed answer sheets for the ratings of classroom climate will be scored by the Division of Data Processing.

3. Answer sheets will be sent out to designated and experimental teachers by the Department of Research Development and Evaluation.

BEFORE RATING

1. Review directions for the completion of the ratings of classroom climate by participants.

2. Directions for completing the I.D. section of the Face Answer Forms may be read from page 3 bulletin.

3. Prepare the Face Answer Forms for distribution to K-Gr.3 pupils.

4. Use regular pencils.

5. Teachers will be responsible for completion of the bottom (back) section of the Face Answer Forms as follows:

   a. Print the pupil I.D. on the indicated space, (21)-(27).

   b. Print name on the indicated space, (28)-(47). Print last name, then first name. Skip a space between first and last names.

   c. In space (48), indicate whether the class is designated as experimental or control, using the following codes:

      1 - Experimental
      2 - Control

   d. In space (49), indicate whether respondent is girl or boy, using the following codes:

      1 - Girl
      2 - Boy

e. In space (50), indicate grade of respondent using the following codes:

Kindergarten	- K
Grade 1	- 1
" 2	- 2
" 3	- 3

f. Indicate school code on spaces (51) - (57).

SAMPLE

PUPIL I.D.: 0 (21) 1 (22) 5 (23) 2 (24) 3 (25) 4 (26) 9 (27)

(29) D (30) E (31) R (32) S (33) O (34) N (35) (36) S (37) H (38) I (39) R (40) L (41) E (42) Y (43) (44) (45) (46) (47)

NAME (LAST, FIRST)

1 (48) TRT 2 (49) SEX 3 (50) GRADE

0 (51) 9 (52) 2 (53) S. CODE

1 (54)

COMPLETION OF RATINGS

1. Each pupil in the designed experimental and control classes will rate how they feel about this class using three faces to indicate agreement or disagreement. The three faces will be used to denote the following:

Happy — Agreement

Not Sure — Not Sure

Sad — Disagreement

2. On the FACE answer forms, pupils/students are to indicate responses to each of the items. Ratings are to be indicated by marking one of the faces. For example:

   My teacher is fair:

   If the pupil Agrees with the above statement, instruct the pupil to mark the Happy Face as noted below:

3. Read the following instructions to the class (Refer to the last page of the bulletin for complete instructions).

   We like to know what you think of this class...how you feel about this class. I will ask you to mark your answers to statements about you...your classmates...about your teacher in this class that I'll read to you. Remember, this is not a test. There are no right or wrong answers.

   In front of you is an answer sheet that contain statements about this class. Each statement has different faces that tells if you agree or disagree with this statement. These faces are located at the top of your answer sheet.

   The first face is the HAPPY face. If you AGREE with the statement, mark X on the HAPPY face. (Teacher to demonstrate on blackboard how to mark with an X).

   The second face is the face with a question mark. If you are NOT SURE whether you AGREE or DISAGREE with the statement, mark the NOT SURE face.

   The third face is the SAD face. If you DISAGREE with the statement, mark an X on the SAD face.

   Now do you have any questions?

   (Clarify any questions that the class has. If the class has no questions, or after clarifying the questions, teacher should read aloud each statement to the class.)

(Refer to last page of this Bulletin). 153

4. Completion of ratings is scheduled for the week of Feb. 8, 1982
   Use Item #1 - #20 on the Blue/White answer sheet.

   Completion of Post-ratings is scheduled for the week of April 26, 1982
   Use Item #21 - #40 on the answer sheet.

AFTER RATING

1. After completing the 20-item rating scale using the blue/white answer sheet, designated experimental and control teachers are to do the following:

   a. See that no question has more than one answer.

   b. If an answer has been changed, erase the first answer completely.

2. Collect completed FACE forms.

3. Do not use paper clips, rubber bands, string, or similar items to assemble groups of answer sheets.

4. Send all materials and completed answer sheets to:

   Dr. Ofelia Halasa, Room 600 S
   Research, Development and Evaluation
   Administration Building

5. Answer sheets are to be received on or before the following dates:

   Pre: Monday, February 15, 1982
   Post: Monday, May 3, 1982

II-PUPILS' RATINGS OF CLASSROOM CLIMATE

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM

1981-1982

DIRECTIONS

What do you think of this class... how do you feel about this class? Mark your answers on the answer sheet in front of you, to statements about your classmates... about you... about your teacher... in this class that will be read orally. Remember, this is not a test. There are no right or wrong answers. Please give your honest, frank opinions as you hear the statements that will be read to you.

For each of the statements, fill in one of the circles under A, B, C, D, and E letters on the blue/white answer sheet that shows how much you Agree or Disagree.

The five letters are to mean as follows:

A if you DEFINTELY AGREE; that is, if you strongly and defintely agree with the statement.

B if you AGREE SOMEWHAT; that is, if you do not agree strongly.

C if you are NOT SURE if you AGREE or DISAGREE with the statement (?).

D if you DISAGREE SOMEWHAT; that is if you do not DISAGREE strongly.

E if you DEFINITELY DISAGREE; that is, if you strongly and defintely disagree with the statement.

EXAMPLE:

I'm proud to belong to this class.

If you STRONGLY and DEFINITELY DISAGREE with the above statement, darken (or blacken) the circle under E as noted below.

(TURN OVER)

1. I feel that the teacher likes us. CLIMATE
2. My teacher is fair. CLIMATE
3. I often feel stupid in this class. CLIMATE
4. I'm proud to belong to this class. CLIMATE
5. We like to talk to the teacher outside of this class. FLEXIBILITY
6. If we tell the teacher what we like to do, she tries to let us do it. CLIMATE
7. I find it hard to tell if I'm doing well in this class.
8. Pupils in this class work hard even if the teacher leaves the room.
9. I like to tell others I am in this class. CLIMATE
10. When pupils in this class come up with their own ideas, the teacher likes it. CLIMATE
11. Pupils in this class usually know when they are doing well.
12. It is hard to be friends with some of the other pupils in this class.
13. The teacher in this class really cares about all of us.
14. The teacher doesn't pay much attention, even if we are too noisy.
15. I can work as fast or as slow as I want to. FLEXIBILITY
16. No matter how hard I try, I am not improving in this class.
17. Most of the pupils in this class just play around.
18. I get along with almost everyone in this class.
19. I know what the teacher is trying to do in this class. FLEXIBILITY
20. I think the teacher knows when I'm trying hard. FLEXIBILITY

CLEVELAND PUBLIC SCHOOLS
Department of Research, Development and Evaluation

Bulletin No. 73

Instructions (Elementary)
Ratings of Classroom Climate
Week of Febuary 8 , 1982
and April 26, 1982

Prepared by: Ofelia Halasa
Assistant Supervisor

Attn: Mr. Frank Theus, Coordinator
Title IV-C Classroom Management Program
School Principals

Typed by: Pamela L. Yontosh

BULLETIN OF INSTRUCTIONS
COMPLETION OF RATINGS OF CLASSROOM CLIMATE

The following dates apply to the ratings of Classroom Climate by designated pupils of experimental and control classes for Title IV-C Classroom Management Program:

Date for Administering Test	-- Pre: Week of Feb. 8 , 1982 -- Post: Week April 26, 1982
Date due for NCS Scoring	-- Pre: Monday, Feb. 15, 1982 -- Post: Monday, May. 30 , 1982
Estimated Time for Completion of Ratings	-- 30 minutes
Answer Sheet	-- NCS Trans Optic F 15-5561

I M P O R T A N T -- P L E A S E N O T E

Answer Sheet
The Blue/White answer sheet (Trans-Optic F 15-5561 should be used for this test. DOUBLE-CHECK PUPIL I.D. TO ENSURE ACCURACY.

Teacher I.D.
Please complete the Teacher/Group Identification sheet (red color -- No. NCS T-1136) enclosed with this bulletin and place it on top of your answer sheets. This sheet must be completed by the designated experimental or control teacher. Grid in the Teacher Name, No., and fill in the information requested in the INFORMATION BOX. See sample on the last page of this bulletin.

GENERAL INSTRUCTIONS

1. Completed Ratings of Classroom Climate by pupils of designated experimental control pupils will be used to assess the climate of the classroom.

2. Completed answer sheets for the ratings of classroom climate will be scored by the Division of Data Processing using an NCS Optional Scanner.

3. Answer sheets will be sent out to designated and experimental teachers by the Department of Research Development and Evaluation. A teacher-Group Identification sheet is to be prepared for each school. Each I.D. Sheet will include Teacher Name, Homeroom No., and the information requested on the INFORMATION BOX. (See Sample.)

BEFORE RATING

1. Review directions for the completion of the ratings of classroom climate by participants.

2. Directions for completing the grid section of answer sheets may be read from pages 3,4 and 5 of this bulletin.

3. Prepare the following materials for distribution to pupils:

   Ratings of Classroom Climate
   NCS answer sheets (Trans-Optic F 15-5561)

4. Use regular pencils.

5. Instruct pupils to complete the identification side of the answer sheet as follows:

   a. Write name, birth date, grade, and school name on the lines provided.

   b. Write the student I.D. in advance to pupils/students, so they can provide at the top of the answer sheet.

   c. Instruct students to darken the Student I.D. Number in the circles provided under STUDENT IDENTIFICATION NUMBER. Double-CHECK THAT IDENTIFICATION (I.D.) Number IS ACCURATE.

COMPLETION OF RATINGS

1. Each pupil in the designated experimental and control classes will rate how they feel about this class on a five-point scale. The five-point scale is keyed as follows:

   A if you DEFINITELY AGREE; that is, if you strongly and definitely agree with the statement.

   B if you AGREE SOMEWHAT; that is if you do not feel strongly, but think that the statement does tend to express somewhat how you feel about the matter.

   C if you are not sure if you agree or disagree with the statement.

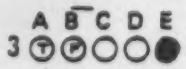
   D if you DISAGREE SOMEWHAT; that is if you do not feel strongly, but think that the statement does not tend to express how you feel about the matter.

   E if you DEFINITELY DISAGREE; that is if you strongly and definitely disagree with the statement.

2. On the Blue/White answer sheet (NCS Trans-Optic F 15-5561), pupils/students are to indicate responses to each of the 20-items. Ratings are indicated by darkening or blackening the appropriate circle. For example:

   I'm proud to belong to this class.

   For example: if the pupil Strongly and Definitely Disagree with the above statement, instruct the pupil to darken (or blacken) the circle under E as noted below:

3. In answering each question, instruct pupils/students to go through the following:

   . Read the statement carefully

   . Think about how well the statement describes the class.

   . For each of the statements instruct pupils to fill in one of the five circles under the letters on the blue/white answer sheet that show their degree of agreement or disagreement with the statement.

4. Completion of ratings is scheduled for the week of Feb. 8, 1982
   Use Item #1 - #20 on the Blue/White answer sheet
   Completion of Post-ratings is scheduled for the week of April 29, 1982
   Use Item #21 - #40 on the answer sheet.

AFTER RATING

1. After completing the 20-item rating scale using the blue/white answer sheet, designated experimental and control teacher are to do the following:

   a. Go over any marks that look gray and make them black.

   b. Make certain that each mark completely fills the circle.

   c. Erase any stray dots or marks on the answer sheet.

   d. See that no question has more than one answer.

   e. If an answer has been changed, erase the first answer completely.

2. Collect answer sheets.

3. Do not use paper clips, rubber bands, string, or similar items to assemble groups of answer sheets.

4. Send all materials and completed answer sheets to:

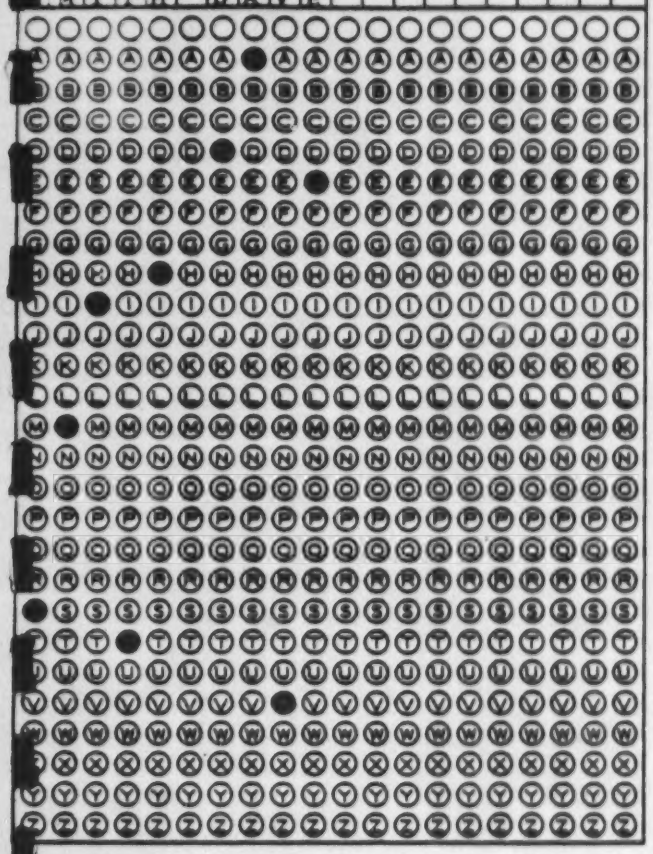
   Dr. Ofelia Halasa, Room 600 S
   Research, Development and Evaluation
   Administration Building

5. Answer sheets are to be received on or before the following dates:

   Pre: Monday, February 5, 1982
   Post: Monday, May 30, 1982

TEACHER/GROUP NAME

SMITH DAVE



COUNT

Number of Answer Sheets in this Grade

CODE

Use Only Pursuant to Local Instructions

145 FOR NCS USE ONLY

TEACHER/GROUP IDENTIFICATION SHEET

INFORMATION BOX

TEACHER/GROUP NAME Dave Smith

SCHOOL NAME Gallagher Junior High

CITY Cleveland STATE Ohio

TEST TITLE(S) Ratings of Classroom Management

GRADE 7 FORM -- LEVEL --

DATE TESTED February 3, 1982

Number of Answer Sheets in this grade in this group 035

Please read the Instructions for Organizing, Packaging, and sending NCS answer sheets.

If separate list reports are desired for home room groups or for groups assigned to particular counselors, alphabetize the answer sheets separately within each such group. On top of each group pack, place a properly filled out Teacher/Group Identification Sheet. Arrange the group packs in the sequence in which you want them reported (first group on top), place the Building and Grade Identification Sheet on top of the entire stack, and band it. Within a building-and-grade pack, do not use anything other than Teacher/Group Identification Sheets as dividers. When Teacher/Group Identification Sheets are used, each group will start a new page in the list report.

Students' names and their results will be listed in the report exactly as the sheets are organized by you – whether alphabetized for the entire building and grade, alphabetized by group, or submitted in random order.

Interpretive Scoring Systems NCS

A Division of National Computer Systems, Inc.

P. O. BOX 1349, MINNEAPOLIS, MINNESOTA 55401

PHONE 612 / 920-3870

NCS Trans-Optic T1136-543

STUDENTS' RATINGS OF CLASSROOM CLIMATE

TITLE IV-C CLASSROOM MANAGEMENT PROGRAM

1981-1982

DIRECTIONS

What do you think of this class... how do you feel about this class? Mark your answers on the answer sheet in front of you, to statements about your classmates... about you... about your teacher... in this class at the back of this page. Remember, this is not a test. There are no right or wrong answers. Please give your honest, frank opinions as you hear the statements that will be read to you. Read each statement carefully. Then, think how well the statement describes the class. For each statement fill in one of the circles under A, B, C, D, and E letters on the blue/white answer sheet that shows how much you Agree or Disagree.

The A,B,C,D, and E letters are to be interpreted as follows:

A if you DEFINITELY AGREE; that is, if you strongly and definitely agree with the statement.

B if you AGREE SOMEWHAT; that is, if you do not AGREE strongly, but think that the statement appears to express somewhat how you feel.

C if you are NOT SURE if you AGREE OR DISAGREE with the statement (?).

D if you DISAGREE SOMEWHAT; that is, if you do not DISAGREE strongly, but think that the statement does not express how you feel about the matter.

E if you DEFINITELY DISAGREE; that is, if you strongly and definitely DISAGREE with the statement.

EXAMPLE:

I get along with almost everyone in this cla-s.

If you STRONGLY and DEFINITELY AGREE with the above statement, darken (blacken) the circle under A as noted below.

(TURN OVER)

ANAG.	2	1.	There are very few rules to follow.
LE	3	2.	New ideas are always being tried out here.
LE		3.	This teacher takes a personal interest in students/pupils.
LEX	3	4.	Rules in this class seem to change a lot.
TU NT	4	5.	A lot of friendships have been made in this class.
		6.	Students/pupils fool around a lot in this class.
ANAG.	2	7.	The teacher explains what will happen if student/pupil breaks a rule.
TU NT	4	8.	Most students/pupils in this class really pay attention to what the teacher is saying.
AN G.	2	9.	Students/pupils can get in trouble with the teacher for talking when they're not supposed to.
AN G.	2	10.	The teacher likes students/pupils to try unusual projects.
LASS	1	11.	Very few students/pupils take part in class discussions or activities.
LA	1	12.	Students/pupils enjoy working together on projects in this class.
LA	1	13.	Students/pupils have very little to say about how class time is spent.
LASS	1	14.	This teacher "talks down" to students/pupils.
		15.	Students/pupils don't have much of a chance to get to know each other in this class.
LA	1	16.	If students/pupils want to talk about something this teacher will find time to do it.
		17.	Assignments are usually clear so everyone knows what to do.
LASS	1	18.	It's easier to get in trouble here than in a lot of other classes.
LASS	1	19.	A lot of students/pupils seem to be only half awake during this class.
AN G.	2	20.	Students/pupils sometimes do extra work on their own in the class.
LASS	1	21.	This teacher does not trust students/pupils.
		22.	Activities in this class are clearly and carefully planned.
UD NT	4	23.	Students/pupils aren't always sure if something is against the rules or not.
NG.	2	24.	Students/pupils really enjoy this class.
NA	2	25.	The teacher is consistent in dealing with students/pupils who break the rules.
		26.	In this class, students/pupils are allowed to make up their own projects.

Bulletin No. 94

Instructions (Secondary)
Ratings of Classroom Climate
Week of Febuary 8 , 1982
and April 26, 1982

Prepared by: Ofelia Halasa
Assistant Supervisor

Attn: Mr. Frank Theus, Coordinator
Title IV-C Classroom Management Program
School Principals

Typed by: Pamela L. Yontosh

BULLETIN OF INSTRUCTIONS
COMPLETION OF RATINGS OF CLASSROOM CLIMATE

The following dates apply to the ratings of Classroom Climate by designated pupils of experimental and control classes for Title IV-C Classroom Management Program:

Date for Administering Test	-- Pre: Week of Feb. 8 , 1982 -- Post: Week April 26, 1982
Date due for NCS Scoring	-- Pre: Monday, Feb. 15, 1982 -- Post: Monday, May. 30 , 1982
Estimated Time for Completion of Ratings	-- 30 minutes
Answer Sheet	-- NCS Trans Optic F 15-5561

I M P O R T A N T -- P L E A S E N O T E

Answer Sheet
The Blue/White answer sheet (Trans-Optic F 15-5561 should be used for this test. DOUBLE-CHECK PUPIL I.D. TO ENSURE ACCURACY.

Teacher I.D.
Please complete the Teacher/Group Identification sheet (red color -- No. NCS T-1136) enclosed with this bulletin and place it on top of your answer sheets. This sheet must be completed by the designated experimental or control teacher. Grid in the Teacher Name, No., and fill in the information requested in the INFORMATION BOX. See sample on the last page of this bulletin.

GENERAL INSTRUCTIONS

1. Completed Ratings of Classroom Climate by pupils of designated experimental control pupils will be used to assess the climate of the classroom.

2. Completed answer sheets for the ratings of classroom climate will be scored by the Division of Data Processing using an NCS Optional Scanner.

3. Answer sheets will be sent out to designated and experimental teachers by the Department of Research Development and Evaluation. A teacher-Group Identification sheet is to be prepared for each school. Each I.D. Sheet will include Teacher Name, Homeroom No., and the information requested on the INFORMATION BOX. (See Sample.)

BEFORE RATING

1. Review directions for the completion of the ratings of classroom climate by participants.

2. Directions for completing the grid section of answer sheets may be read from pages 3,4 and 5 of this bulletin.

3. Prepare the following materials for distribution to pupils:

   Ratings of Classroom Climate
   NCS answer sheets (Trans-Optic F 15-5561)

4. Use regular pencils.

5. Instruct pupils to complete the identification side of the answer sheet as follows:

   a. Write name, birth date, grade, and school name on the lines provided.

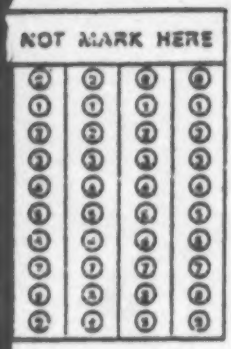
   b. Write the student I.D. in advance to pupils/students, so they can provide at the top of the answer sheet.

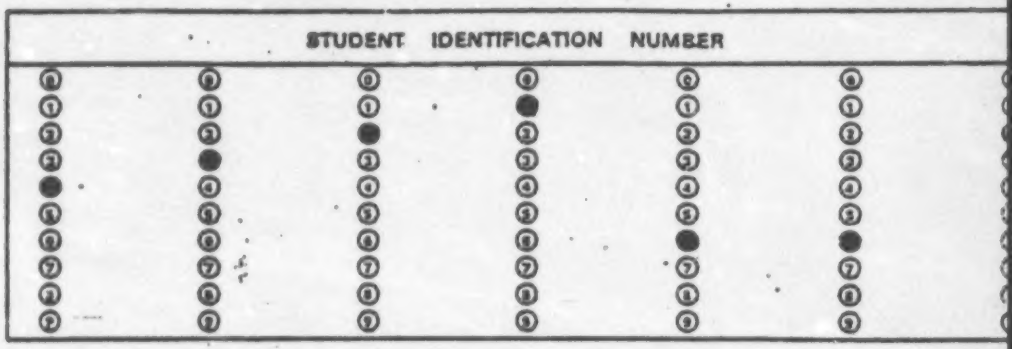
   c. Instruct students to darken the Student I.D. Number in the circles provided under STUDENT IDENTIFICATION NUMBER. Double-CHECK THAT IDENTIFICATION (I.D.) Number IS ACCURATE.

SAMPLE

Ben	F	4321662	9-1-70	3	145	Omit	Omit		Scranton
FIRST NAME	MI	STUDENT NO.	BIRTH DATE	GRADE	HOME ROOM	CORRECT HOME ROOM	CLASS TEA. NO.	CLASS NO.	SCHOOL NAME

DO NOT WRITE BELOW THIS LINE





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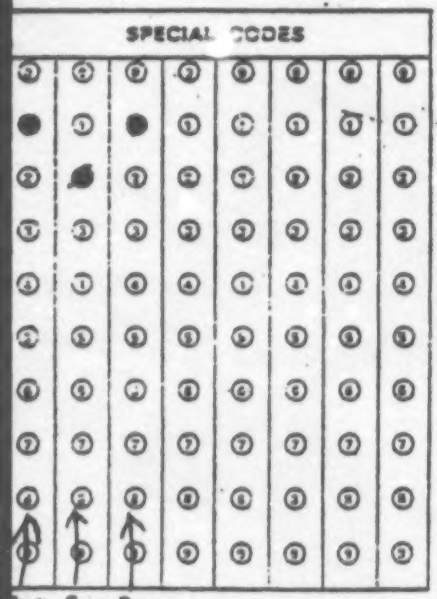


DIRECTIONS FOR MARKING ANSWER SHEET

Use Black lead pencil only (#2½ or softer)
Do NOT use ink or ballpoint pens
Make heavy black marks that fill circle completely
Erase cleanly any answer you wish to change
Make no stray marks on the answer sheet

Examples of IMPROPER marks

Examples of PROPER marks

Trt Sex Race

7. Darken first column (Trt.) under Special Codes to indicate if class, is experimental or control:

   1 Experimental 2 Control

8. Darken second column under Special Codes to indicate Sex:

   1 Girl 2 Boy

9. Darken third column to indicate Race:

   1 Black 2 Non-Black

COMPLETION OF RATINGS

1. Each pupil in the designated experimental and control classes will rate how they feel about this class on a five-point scale. The five-point scale is keyed as follows:

   A if you DEFINITELY AGREE; that is, if you strongly and definitely agree with the statement.

   B if you AGREE SOMEWHAT; that is if you do not feel strongly, but think that the statement does tend to express somewhat how you feel about the matter.

   C if you are not sure if you agree or disagree with the statement.

   D if you DISAGREE SOMEWHAT; that is if you do not feel strongly, but think that the statement does not tend to express how you feel about the matter.

   E if you DEFINITELY DISAGREE; that is if you strongly and definitely disagree with the statement.

2. On the Blue/White answer sheet (NCS Trans-Optic F 15-5561), pupils/students are to indicate responses to each of the 20-items. Ratings are indicated by darkening or blackening the appropriate circle. For example:

   I'm proud to belong to this class.

   For example: if the pupil Strongly and Definitely Disagree with the above statement, instruct the pupil to darken (or blacken) the circle under E as noted below:

3. In answering each question, instruct pupils/students to go through the following:

   . Read the statement carefully

   . Think about how well the statement describes the class.

   . For each of the statements instruct pupils to fill in one of the five circles under the letters on the blue/white answer sheet that show their degree of agreement or disagreement with the statement.

4. Completion of ratings is scheduled for the week of Feb. 8, 1982
   Use Item #1 - #26 on the Blue/White answer sheet
   Completion of Post-ratings is scheduled for the week of April 29, 1982
   Use Item #31 - #56 on the answer sheet.

AFTER RATING

1. After completing the 20-item rating scale using the blue/white answer sheet, designated experimental and control teacher are to do the following:

   a. Go over any marks that look gray and make them black.

   b. Make certain that each mark completely fills the circle.

   c. Erase any stray dots or marks on the answer sheet.

   d. See that no question has more than one answer.

   e. If an answer has been changed, erase the first answer completely.

2. Collect answer sheets.

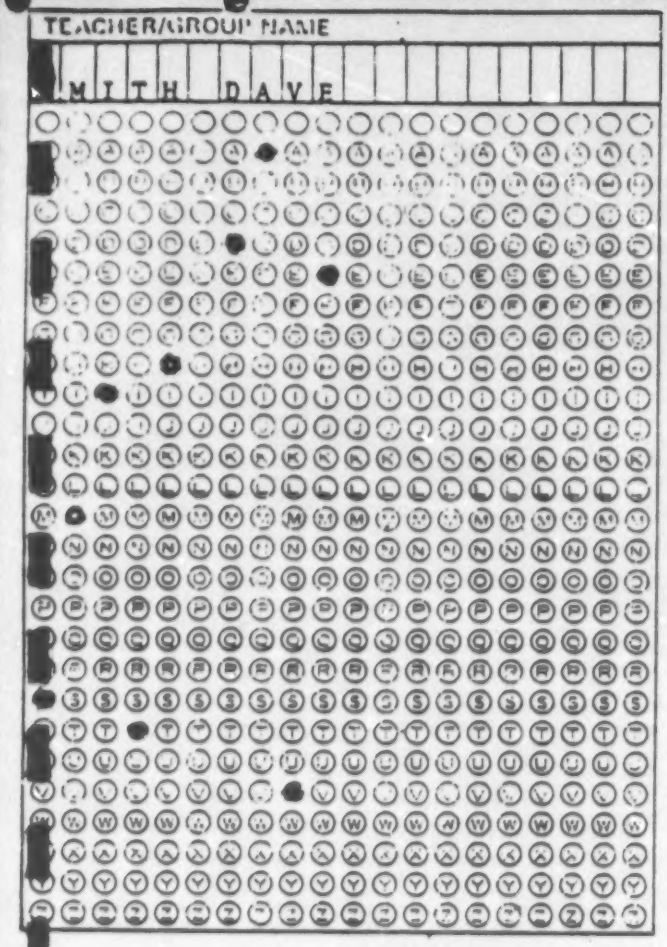
3. Do not use paper clips, rubber bands, string, or similar items to assemble groups of answer sheets.

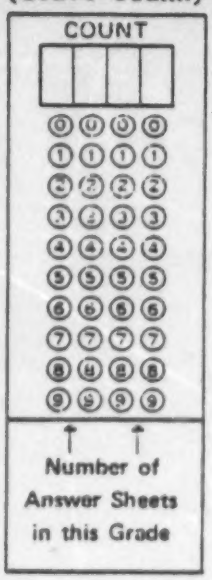
4. Send all materials and completed answer sheets to:

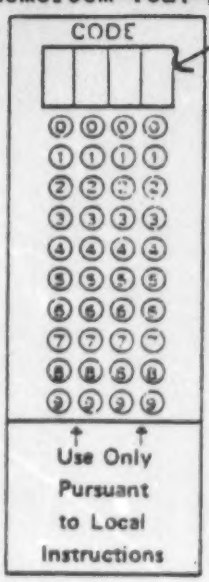
   Dr. Ofelia Halasa, Room 600 S
   Research, Development and Evaluation
   Administration Building

5. Answer sheets are to be received on or before the following dates:

   Pre: Monday, February 15, 1982
   Post: Monday, May 30, 1982







TEACHER/GROUP IDENTIFICATION SHEET

INFORMATION BOX

TEACHER/GROUP NAME Dave Smith

SCHOOL NAME Gallagher Junior High

CITY Cleveland STATE Ohio

TEST TITLE(S) Ratings of Classroom Management

GRADE 7 FORM -- LEVEL --

DATE TESTED February 3, 1982

Number of Answer Sheets in this grade in this group 035

Please read the Instructions for Organizing, Packaging, and sending NCS answer sheets.

If separate list reports are desired for home room groups or for groups assigned to particular counselors, alphabetize the answer sheets separately within each such group. On top of each group pack, place a properly filled out Teacher/Group Identification Sheet. Arrange the group packs in the sequence in which you want them reported (first group on top), place the Building and Grade Identification Sheet on top of the entire stack, and band it. Within a building-and-grade pack, do not use anything other than Teacher/Group Identification Sheets as dividers. When Teacher/Group Identification Sheets are used, each group will start a new page in the list report.

Students' names and their results will be listed in the report exactly as the sheets are organized by you — whether alphabetized for the entire building and grade, alphabetized by group, or submitted in random order.

Interpretive Scoring Systems

A Division of National Computer Systems, Inc.
P. O. BOX 1340, MINNEAPOLIS, MINNESOTA 55401
PHONE 612 / 920-3670

NCS Trans Optic T1136 543

Appendix M

TABLE D 1

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT (TRT) X RACE X SEX DESIGN FOR CLIMATE RATING FACTOR AT PRIMARY LEVEL

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	26.439	1	26.439	89.904	0.000
CLIM1	26.439	1	26.439	89.904	0.000
MAIN EFFECTS	0.320	3	0.107	0.363	0.780
TRT	0.071	1	0.071	0.242	0.623
RACE	0.031	1	0.031	0.105	0.747
SEX	0.157	1	0.157	0.535	0.466
2-WAY INTERACTIONS	0.363	3	0.121	0.412	0.745
TRT RACE	0.224	1	0.224	0.760	0.385
TRT SEX	0.095	1	0.095	0.324	0.570
RACE SEX	0.004	1	0.004	0.014	0.907
3-WAY INTERACTIONS	0.055	1	0.055	0.186	0.667
TRT RACE SEX	0.055	1	0.055	0.186	0.667
EXPLAINED	27.177	8	3.397	11.552	0.000
RESIDUAL	45.582	155	0.294		
TOTAL	72.759	163	0.446		

COVARIATE	RAW REGRESSION COEFFICIENT
CLIM1	0.606

TABLE D 2

DISTRIBUTION OF OBSERVED PRE-POST MEAN RATINGS BY TREATMENT BY RACE BY SEX

	Average		Black				Non-Black			
			M +		F +		M +		F +	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E+	4.31	4.18	4.00	3.88	4.25	3.88	4.42	4.26	4.29	4.21
C+	3.79	3.83	3.90	3.93	3.68	3.73	3.97	4.03	3.75	3.77

+ F = Female, M = Male, E = Experimental, C = Control

TABLE D 3

SUMMARY OF ANALYSIS OF COVARIANCE ONE-FACTORIAL (TREATMENT) DESIGN FOR CLIMATE RATING FACTOR AT ELEMENTARY LEVEL

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	123747.625	1	123747.625	33.152	0.000
CLIMT	123747.625	1	123747.625	33.152	0.000
MAIN EFFECTS	22252.063	1	22252.063	5.961	0.015
TRT	22252.102	1	22252.102	5.961	0.015
EXPLAINED	145999.688	2	72999.813	19.556	0.000
RESIDUAL	892136.688	239	3732.789		
TOTAL	1038136.375	241	4307.617		

COVARIATE	RAW REGRESSION COEFFICIENT
CLIMT	0.236

TABLE D 4

PRE-POST MEAN CLIMATE RATINGS BY TREATMENT AT THE ELEMENTARY LEVEL

Treatment	N	Pre	Post
Experimental	107	3.72	3.14
Control	141	3.98	3.02

TABLE D 5

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT X RACE X SEX
FOR DESIGN FOR TEACHER FLEXIBILITY FACTOR
AT ELEMENTARY LEVEL

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	394779.125	1	394779.125	93.839	0.000
CLATT	394779.125	1	394779.125	93.839	0.000
MAIN EFFECTS	17677.625	3	5892.539	1.401	0.245
TRT	11950.832	1	11950.832	2.841	0.094
RACE	1008.437	1	1008.437	0.240	0.625
SEX	4885.027	1	4885.027	1.161	0.283
2-WAY INTERACTIONS	13360.313	3	4453.438	1.059	0.369
TRT RACE	12.084	1	12.084	0.003	0.957
TRT SEX	3516.888	1	3516.888	0.836	0.362
RACE SEX	9789.223	1	9789.223	2.327	0.129
3-WAY INTERACTIONS	180.625	1	180.625	0.043	0.836
TRT RACE SEX	180.637	1	180.637	0.043	0.836
EXPLAINED	425997.688	8	53249.711	12.657	0.000
RESIDUAL	618426.813	147	4206.984		
TOTAL	1044424.500	155	6738.219		

COVARIATE	RAW REGRESSION COEFFICIENT
CLATT	0.619

TABLE D 6

DISTRIBUTION OF OBSERVED PRE-POST MEAN RATINGS
BY TREATMENT X RACE X SEX

	Average		Black				Non-Black			
			M +		F +		M +		F +	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E+	3.02	2.93	2.81	2.89	2.72	2.76	2.99	2.71	3.26	3.26
C+	3.23	3.20	2.87	3.14	2.93	3.60	3.77	3.24	3.47	3.43

+ F = Female, M = Male, E = Experimental, C = Control

TABLE D 7

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT X RACE X SEX
FOR DESIGN FOR TEACHER FLEXIBILITY FACTOR AT
SECONDARY LEVEL

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	262887.500	1	262887.500	28.046	0.000
FLEX	262887.500	1	262887.500	28.046	0.000
MAIN EFFECTS	34805.688	3	11601.895	1.238	0.298
TRT	15566.328	1	15566.328	1.661	0.199
RACE	20988.027	1	20988.027	2.239	0.137
SEX	410.557	1	410.557	0.044	0.835
2-WAY INTERACTIONS	71874.875	3	23958.289	2.556	0.057
TRT RACE	5893.727	1	5893.727	0.629	0.429
TRT SEX	33100.328	1	33100.328	3.531	0.062
RACE SEX	30169.941	1	30169.941	3.219	0.075
3-WAY INTERACTIONS	21941.875	1	21941.875	2.341	0.128
TRT RACE SEX	21941.887	1	21941.887	2.341	0.128
EXPLAINED	391510.000	8	48938.750	5.221	0.000
RESIDUAL	1452881.000	155	9373.426		
TOTAL	1844391.000	163	11315.281		

COVARIATE	RAW REGRESSION COEFFICIENT
FLEX	0.415

TABLE D 8

DISTRIBUTION OF OBSERVED PRE-POST MEAN RATING FOR TEACHER FLEXIBILITY
BY TREATMENT X RACE X SEX

	Average		Black				Non-Black			
			M +		F +		M +		F +	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E+	3.19	2.76	2.93	3.09	2.89	2.19	3.19	2.59	3.44	3.47
C+	3.52	3.44	3.21	3.20	3.20	2.83	3.71	3.55	3.66	3.44

+ F = Female, M = Male, E = Experimental, C = Control

TABLE D 9

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT X RACE X SEX
FOR DESIGN FOR TEACHER MANAGEMENT
FACTOR AT SECONDARY LEVEL

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
CUVARIATES	48010.664	1	48010.664	25.086	0.000
MANAGE	48010.664	1	48010.664	25.086	0.000
MAIN EFFECTS	9531.281	3	3177.094	1.660	0.178
TRT	4672.051	1	4672.051	2.441	0.120
RACE	1242.187	1	1242.187	0.649	0.422
SEX	3115.549	1	3115.549	1.628	0.204
2-WAY INTERACTIONS	1939.199	3	646.400	0.338	0.798
TRT RACE	891.756	1	891.756	0.466	0.496
TRT SEX	1024.297	1	1024.297	0.535	0.466
RACE SEX	136.357	1	136.357	0.071	0.790
3-WAY INTERACTIONS	607.281	1	607.281	0.317	0.574
TRT RACE SEX	607.281	1	607.281	0.317	0.574
EXPLAINED	60066.438	8	7511.055	3.925	0.000
RESIDUAL	269853.438	141	1913.854		
TOTAL	329941.875	149	2214.375		

COVARIATE	RAW REGRESSION COEFFICIENT
MANAGE	0.373

TABLE D 10

DISTRIBUTION OF OBSERVED PRE-POST MEAN RATING FOR TEACHER MANAGEMENT FACTOR
BY TREATMENT X RACE X SEX

	Average		Black				Non-Black			
			M +		F +		M +		F +	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E+	2.86	2.87	2.93	2.88	2.98	2.76	2.81	2.88	2.81	2.94
C+	2.93	3.00	2.90	3.07	2.95	2.93	2.97	3.08	2.89	2.91

+ F = Female, M = Male, E = Experimental, C = Control

TABLE D 11

SUMMARY OF ANALYSIS OF COVARIANCE TREATMENT
X RACE X SEX FOR STUDENT IMPRESSIONS
FACTOR AT SECONDARY LEVEL

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	146659.188	1	146659.188	25.085	0.000
PUIMP	146659.188	1	146659.188	25.085	0.000
MAIN EFFECTS	30622.000	3	10207.332	1.746	0.160
TRT	5007.707	1	5007.707	0.857	0.356
RACE	23168.578	1	23168.578	3.963	0.048
SEX	1715.497	1	1715.497	0.293	0.589
2-WAY INTERACTIONS	40929.563	3	13643.188	2.334	0.076
TRT RACE	9726.625	1	9726.625	1.664	0.199
TRT SEX	6159.883	1	6159.883	1.054	0.306
RACE SEX	25991.941	1	25991.941	4.446	0.037
3-WAY INTERACTIONS	5105.688	1	5105.688	0.873	0.351
TRT RACE SEX	5105.727	1	5105.727	0.873	0.351
EXPLAINED	223316.438	8	27914.555	4.775	0.000
RESIDUAL	912068.563	156	5846.590		
TOTAL	1135385.000	164	6923.078		

COVARIATE	RAW REGRESSION COEFFICIENT
PUIMP	0.328

TABLE D 12

DISTRIBUTION OF OBSERVED PRE-POST MEAN RATINGS FOR
STUDENTS' IMPRESSIONS AT SECONDARY LEVEL

	Average		Black				Non-Black			
			M +		F +		M +		F +	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E+			2.95	3.66	3.40	3.00	3.39	3.43	3.30	3.55
C+			2.88	3.31	3.61	3.23	3.62	3.70	3.31	3.76

+ F = Female, M = Male, E = Experimental, C = Control

Appendix N

CLASSROOM ORGANIZATION, MANAGEMENT, AND DISCIPLINE

In-Service Workshops

The Staff Development Needs Assessment Survey conducted in cooperation with the Cleveland Teachers Union indicated that Reducing Teacher Stress, Improving Student Motivation, Using Alternatives to Corporal Punishment, Improving Students' Self-images, and Improving Classroom Management Skills were important topics to be covered during in-service sessions. The above topics were ranked 1, 3, 4, 6, and 9 respectively out of the 44 topics included in the survey.

The workshops and possible follow-up sessions on the various titles listed below were designed in response to the survey and can be arranged for your school or city-wide meetings by contacting David N. Cox. 574-8202.

1. Teacher Expectations and Student Achievement (TESA).

   The workshop presents teaching strategies and a teacher-student interaction model designed to improve student achievement. The TESA program is based on the following three statements:

   - "Research on the self-fulfilling prophesy in the classroom leaves little doubt that the expectations of teachers have important and real effects on students."
   - "Our continued treatment of students in particular ways can influence those students to behave in ways we expect them to behave."
   - "Teachers should interact with all students in the same way as they interact with high achievers."

2. Classroom Organization and Effective Teaching (COET)

   The workshop focuses on effective classroom procedures which assist teachers in improving their teaching-learning climate. The research behind the C.O.E.T. program indicates that the most effective teachers followed the procedures listed below:

   - Planned classroom procedures and rules carefully and in detail
   - Systematically taught student procedures and expected behaviors
   - Monitored student work and behavior closely
   - Dealt with inappropriate behavior quickly and consistently
   - Organized instruction to maximize student task engagement
   - Communicated directions and expectations clearly

3. An Overview of Classroom Management

The workshop will focus on clarifying the differences between classroom instruction and classroom management and how effective classroom management impacts on instruction and student behavior and learning.

While the workshop offers information relative to seven different approaches to classroom management, the workshop materials are primarily based on the work of Dr. Wilford A. Weber.

Classroom Management Styles

.Behavior Modification
.Socioemotional
.Instructional Plans
.Group Process
.Common Sense
.Permissive
.Authoritarian

4. Glassers' Ten Steps to Effective Discipline

The workshop presents the ideas of Dr. William Glasser relative to involving students and teachers in improving discipline, teaching, and learning in the classroom.

The following statements are basic to Glasser's approach to discipline.

> "A discipline problem is defined as a child who makes it hard for others to learn and the teacher to teach.
>
> Discipline is a teaching process. If a child cannot follow rules, then teach him HOW as well as WHY it is to his benefit to do so."

5. Assertive Discipline

The workshop presents the ideas of Lee Canter relative to the assumptions that "Teachers Have the Right to Teach" and "Students Have the Right to Learn."

The following statements are basic to Canter's philosophy:

> "Assertive teachers are individuals who clearly and firmly communicate their needs to their students, and are preparred to reinforce their words with appropriate actions. They respond in a manner which maximizes their potential to get their needs met, but in no way violates the best interests of their students."
>
> "Assertive teachers let the students know that they mean what they say and say what they mean."

6. Teacher Effectiveness Training (TET)

The workshop presents the ideas of Dr. Thomas Gordon relative to improving the relationship between the teacher and students in order to improve teaching and learning.

Dr. Gordon's major thesis relative to teacher effectiveness is reprinted below:

> "What makes the difference between teaching that works and teaching that fails, teaching that brings rewards and teaching that causes pain? Certainly, many different factors influence the outcome of one's efforts to teach another. But it is the thesis of this book

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In-Service Workshops

Teacher Effectiveness Training (TET) (continued)

that one factor contributes the most--namely, the degree of effectiveness of the teacher in establishing a particular kind of relationship with students.

It is the quality of the teacher-learner relationship that is crucial. More crucial, in fact, than what the teacher is teaching, how the teacher does it, or whom the teacher is trying to teach."

7. Logical Consequences and the Elementary Classroom

The workshop focuses on the ideas of Dr. Rudolf Dreikurs relative to replacing authoritarianism with a more democratic approach to interaction with students.

Dreikurs calls for a new educational policy based on the realization that good results won't occur as a result of punishment. It must be replaced by the use of logical or natural consequences.

8. Teacher and School Effectiveness

The workshop deals with recent research on what constitutes the "effective teacher and the effective school."

The Ohio Department of Education has identified the following "Seven Factors of Effective Schools:"

- A Sense of Mission
- Strong Building Leadership
- High Expectations for all Students and Staff
- Frequent Monitoring and Student Progress
- A Positive Learning Climate
- Sufficient Opportunity for Learning
- Parent/Community Involvement

9. Values Clarification

The workshop deals with the ideas of Dr. Morris Massey and his assumption that the "generation gap is a values gap."

One of Dr. Massey's major themes is reprinted below:

Major processes and events mold clusters of people with highly similar gut-level values. The most critical period occurs from birth through the teens, with a "lock-in" of probably 90 percent of our values at around age 10 or so. After we are around 20 years old or so, we don't change our values very much, unless we are jolted by an S.E.S. (Significant Emotion Event). When viewed from a psycho-historical perspective, knowledge of each generation's major programming influences helps us to understand ourselves and others--how we feel and believe, what we want, what we condemn, and what we value.

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10. Diagnosing and Improving School and Classroom Climates

The workshop presents a variety of tools to examine and improve the teaching-learning climate in a school and individual classrooms.

School climate is examined from the standpoint of goals and factors, as well as program, material and process determinants. Specific instruments for analyzing classroom climate are also included.

11. The Heart of Teaching

A series of five workshops which deal with improving relationships among administrators, teachers, students, and parents.

Important topics such as conflicts between parents and educators, efforts at professional growth and the frustrations emerging from teacher-student conflicts are examined.

12. Observing and Evaluating Classroom Instruction

The workshop focuses on ways of improving the use of Individual Visit Evaluation Form used to evaluate classroom instruction in the Cleveland Public Schools.

While this workshop is designed to benefit all supervisors, administrators, and department heads, the presentation would be especially valuable for all of the individuals in one school building who have the responsibility for observing and evaluating classroom instruction.

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